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ABSTRACT

Materials contained in this career guidance unit are designed to develop in five-and six-year-old children an awareness of their senses and the related body organs, likenesses and differences, and self-control. The nineteen activities included in the unit vary in length from twenty to sixty minutes; the entire unit requires approximately ten hours of instructional time and may be incorporated into the subject areas of language arts, health, and science. A variety of methods such as games, puzzles, music, a flannelboard story, art activities, a cooperative project, and an opportunity for home involvement are included to keep student interest at a high level and provide effective means of achieving the goals of the unit. Each lesson is outlined according to performance objective, materials and time needed, and steps for developing the learning activity. Patterns for use with activities are included. (TA)

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Self-Awareness

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Career Guidance
Mesa Public Schools
George N. Smith, Superintendent
1974

CE 015 545

Developed by the Guidance staff of

Mesa Public Schools with cooperation

and assistance from selected district personnel

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Preface

This unit was designed to develop in five and six year old children an awareness of their senses and the related body organs. The concepts of 'alike' and 'different' are developed, resulting in the student understanding that in some ways he is like others, in some ways different, but that each person is unique and is to be valued. Students gain experience verbalizing their feelings through several activities, and discover that being listened to is a good feeling. This knowledge provides them with a way to make others feel good, by listening to them. They learn that they can control their own muscles, giving them the foundation for increased development of self control.

There are nineteen activities included. It is suggested that you have a minimum of two sessions a week, and more if possible since concentrating the concepts will provide greater impact. The activities vary in length from 20 to 60 minutes; the entire unit will require approximately ten hours of instructional time and may be incorporated into the subject areas of language arts, health, and science. The variety of methods used, including games, puzzles, music, flannelboard story, art activities, cooperative project, and an opportunity for home involvement, is designed to keep student interest at a high level and provide effective means of achieving the goals of the unit.

Classroom teachers like yourself have piloted and field tested this guidance unit, and we thank each one who assisted us. We appreciate their contributions of their valuable time and suggestions. We also thank Mr. Byron McKinnon, Coordinator of Guidance Services, for his support in providing us with the resources and the time to undertake and complete this project, and to Dr. George N. Smith, Superintendent, who helped make the whole project possible. We also gratefully acknowledge the capable assistance of Doris Hazenfield, our secretary, for her expertise in "getting it all together."

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Sharon Wilkins
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Donna Tuhey
Irene Cooper

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The student will know more about himself.

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LESSON ONE

Performance Objective

The student will identify that being listened to is a good feeling.

You will need

Soft playground ball or beanbag

Time

Approximately 20 minutes. May be done in two 10 minute sessions. For very immature students, have three or four 5 minute sessions, using a different stimulus item each time.

Introduction

The purpose of this activity, a game played with a ball or beanbag, is to have children experience a good feeling when someone really listens to them. The game consists of a child throwing a ball into the air, saying something, catching the ball, and having another child repeat what the first child said. Several suggestions are given for things to have the children talk about.

Examples:

Tell us your name.
What is your favorite food?
Do you have a pet?
Do you have a brother (sister)?
Is there a baby at your house?

Learning Activity

1. Assemble the students in a circle and explain to them that today they are going to play a game with a ball. Tell them that during the game they have to really listen to what the person in the center says, and that it makes us feel really good when someone does listen

to us. Explain that everyone will have a chance to play.

2. Say that someone stands in the center of the circle, throws the ball up into the air, says something and then has to catch the ball or stop it by using their body. (If this unit is used at the beginning of the school year, you might want the children to say their names as they throw the ball up. If not, they can make a random statement such as: "I like hot dogs," "I watch television," "I have a cat," or you may use an item from examples given or of your own choice.)

3. After a student catches the ball and says something as decided previously, ask someone else in the circle to repeat what he said. Then provide reinforcement for good listening by making a suitable comment as, "Bobby really listened, he remembered that you like ice cream. Does it make you feel good to know he really listened to you?"

4. Repeat the game so that everyone can play and experience the good feeling of being listened to. Be sure to ask each student how they felt when someone could repeat what they said, continuing to reinforce the good listener and the concept that it feels good to have people listen to you.

5. Additional suggestions:

   Tell the students to really listen to their neighbor's name. Pass the ball around the circle, each child giving his own name, "My name is Mark," as he passes the ball. Then when the ball has been around, start it again, the student saying "My name is Mark. I'm passing the ball to Jeff." "My name is Jeff. I'm passing the ball to Mary." Continue around circle reinforcing students who really listened to their neighbor. This is excellent at the beginning of school.

6. Have all the students sit down in the circle. Ask, "Do you know why we played the game?" (To learn to listen.) "How does it make us feel when someone listens to us?" (Good.) In the future the teacher may make reference to this activity to prevent a few students from monopolizing discussions. Remind class that we can make others feel good by giving them a chance to be heard.

Optional

Print (or opaque) the word "good" in large letters on butcher paper and have the students decorate it to hang in the room, as a type of chart development for this lesson. Above it place the question "How do we feel when people listen to us?"

Suggestions for decorating "Good":

Crayon, paper mosaic, sponge stipple.

LESSON TWO

Performance Objective

The student will demonstrate knowledge of the meaning of the words alike (same) and different.

You will need

Two each of the following silhouettes and objects:

Silhouettes (patterns given)
bell, girl, boy, teakettle, bottle, dog head, monkey head, ghost, cat, bird, circle, square, triangle, octagon.

Objects (Other small items may be substituted)
seashells, plastic spoons, plastic knives, paper cups, paper clips, tape rolls, rulers, pencils, scissors, books.

White sheet and lamp with 100 watt bulb, or an overhead projector.

Preliminary Tasks

1. Prepare silhouettes from patterns in duplicate. Also secure pairs of any objects you may wish to use. Suggestions are included. The items should be small enough so two objects can be displayed simultaneously on opaque projector or in shadow box.

2. Set up shadow box or opaque projector. The shadow box may be constructed by draping sheet over a chart rack or suspending it in any way, and placing bright light in back of it.

3. Arrange materials on a table or the floor behind shadow box so that they can be easily seen and selected for display.

Time: 30 minutes

Learning Activity

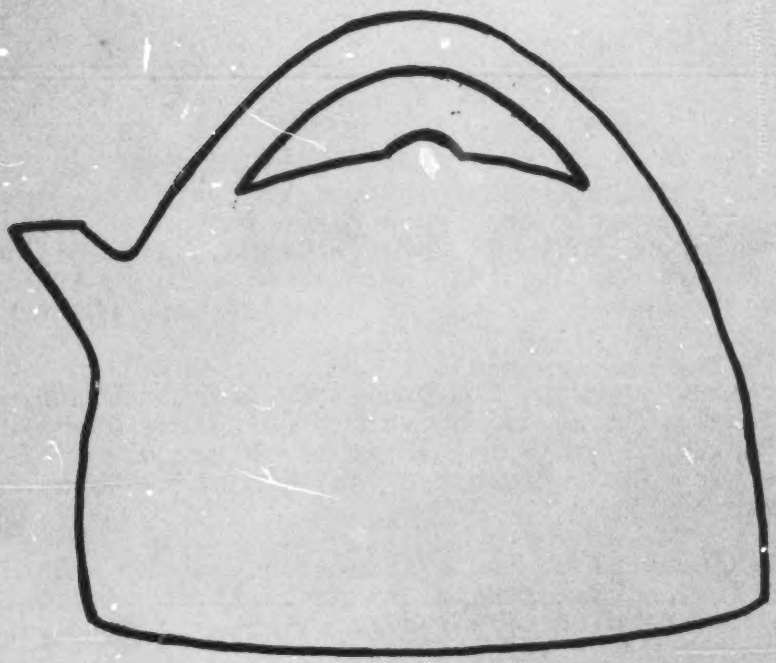
1. Tell the students that today they will be playing a game in which they match things that are the same or alike. Example: Hold up a pen and a ruler and ask the children if the two are the same. Then hold up the two pencils and ask the same question. After they respond, say these 2 things (pencils) are alike. Tell them the word alike means same.

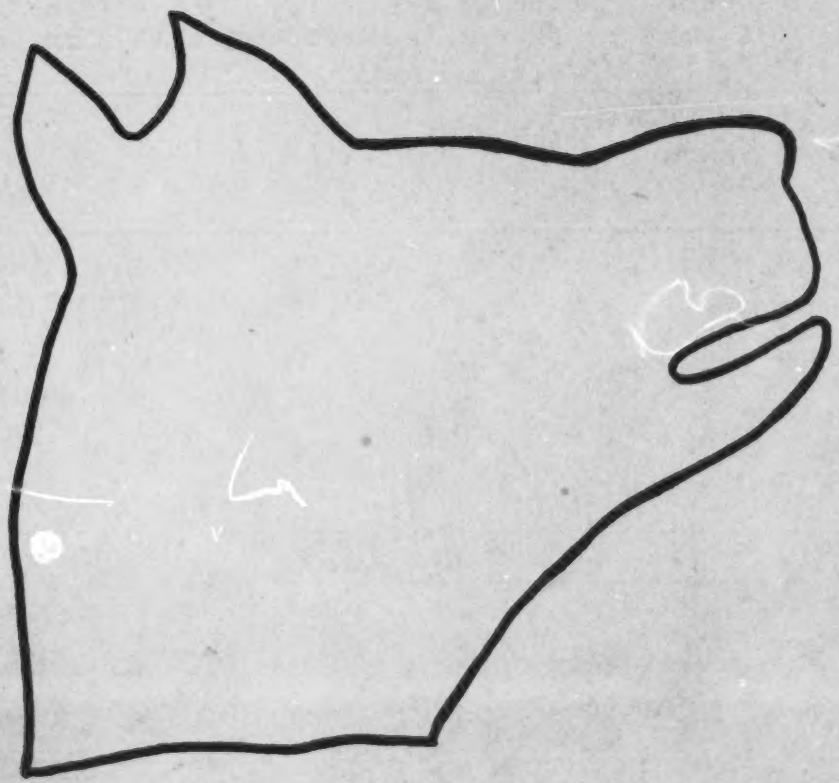
2. Point to the shadow box or opaque projector and explain how it will be used. Repeat the previous example by holding up the objects behind the sheet or placing on projector. Be sure to use the word alike when referring to the pencils.

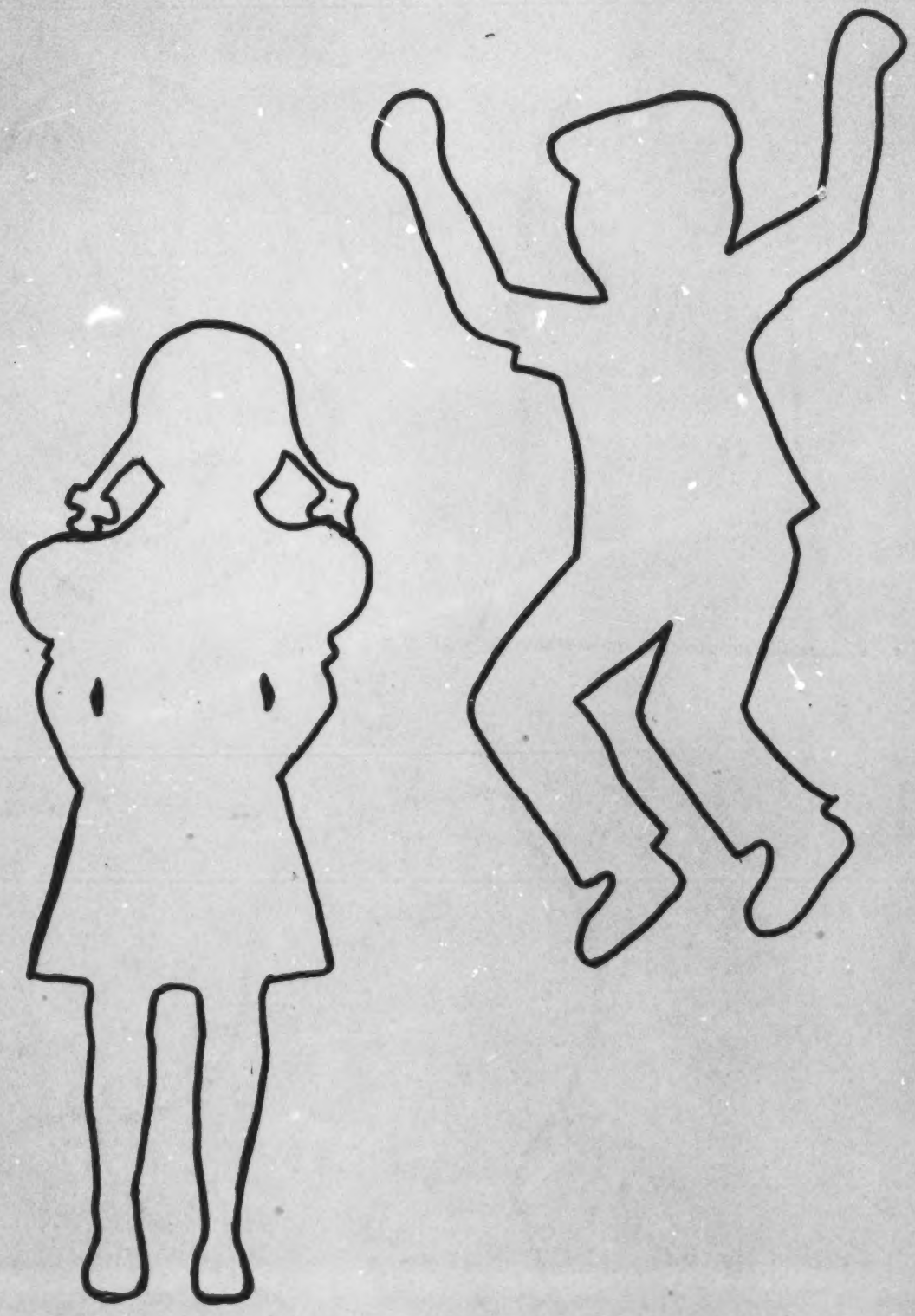
3. Display several of the silhouettes and objects in like or unlike pairs. Ask the students after each pair is shown if the pair is alike (the same) or different.

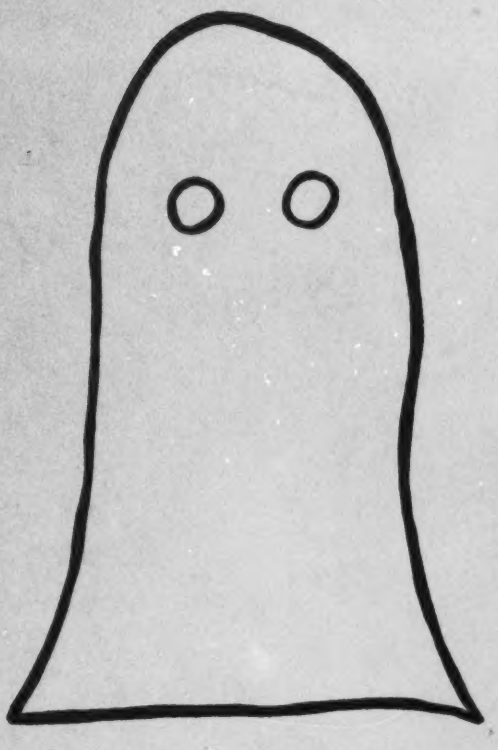
4. Let students take turns in coming behind the screen to select pairs that are the same or different. They will also enjoy finding further objects in the room to display.

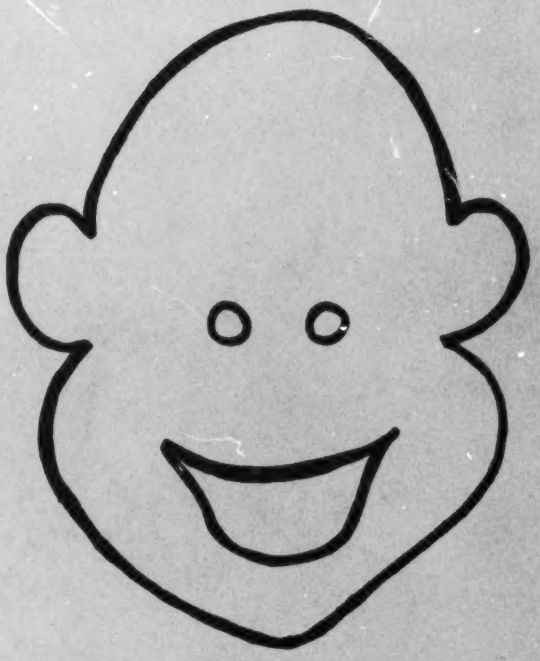
5. Review with the students that today they talked about things that are different and are alike. Ask what alike means. (Things that are the same.) Tell the students that tomorrow they will be working with a friend to find ways they are alike and different.

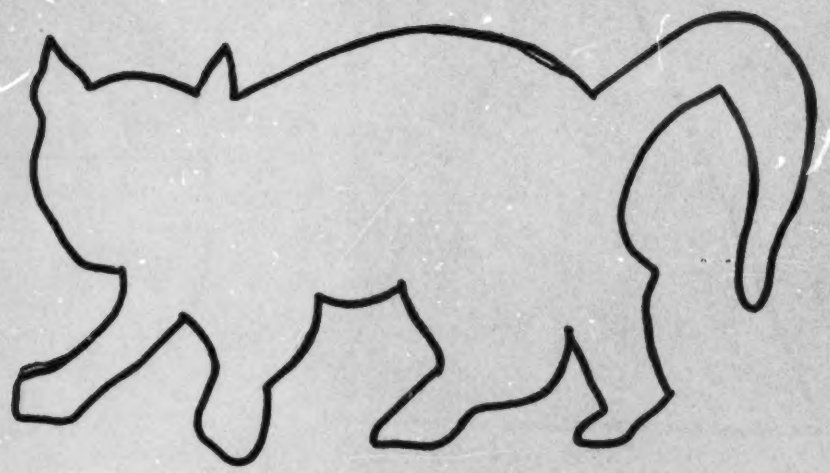


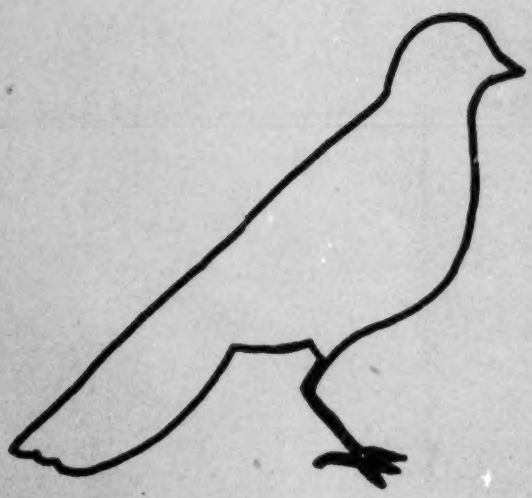


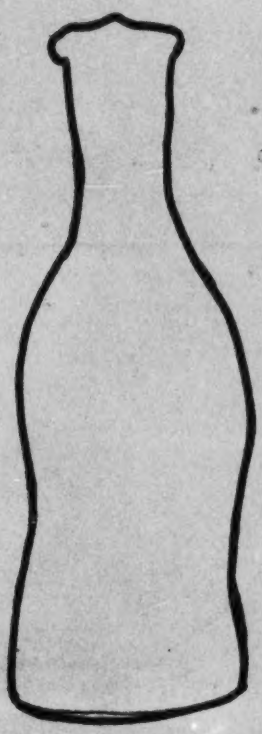


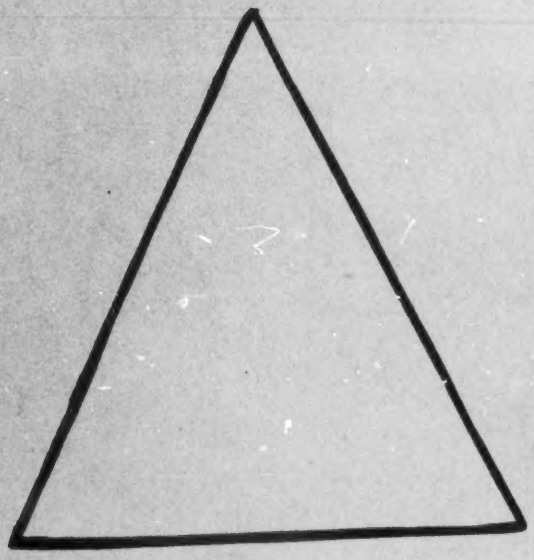


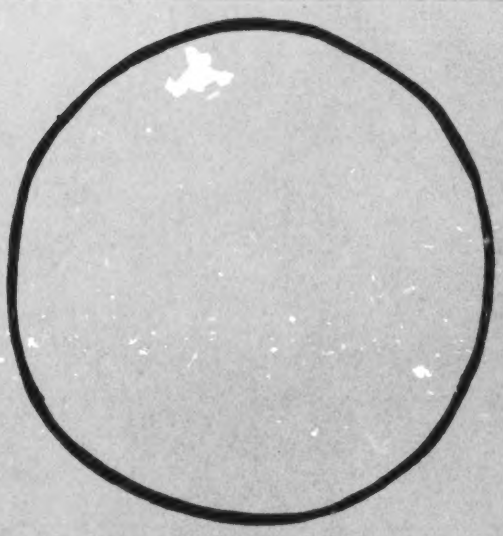


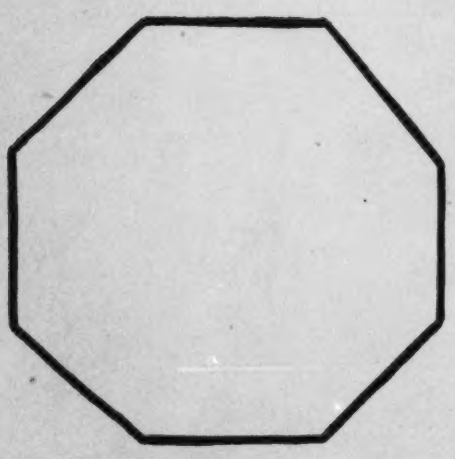


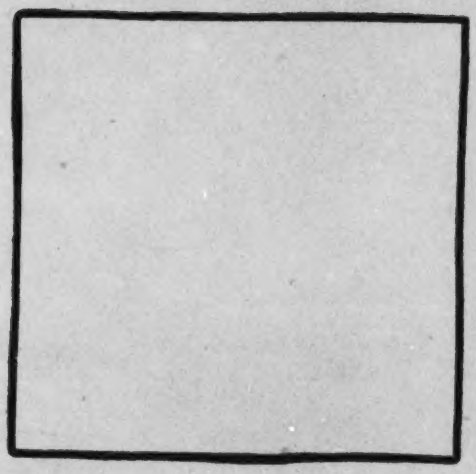












LESSON THREE

Performance Objective

The student will name at least five of the following body parts: head, neck, shoulders, arms, hands, chest, legs, feet, eyes, ears, nose, and mouth.

You will need

2 objects, alike except for color
2 objects, alike except for size

Preliminary Tasks

Learn rhythmic verse and song included in this lesson.

Time

Approximately 30 minutes (or lesson could be divided into two 15 minute sessions.)

Learning Activity

1. Assemble the students in a circle.

2. Review with the students what the word "alike" means. You might want to point out some articles in the classroom such as books or chairs and ask if they are alike or different, to strengthen the concept. Have on hand two objects that are alike, but different in color, and two objects that are alike but different in size. Present them to the class for discussion. Then point out that many parts of our bodies are like other people's, but these parts may be different in size or color.

3. Place each child with a partner. (If you wish, they could remain seated and you could have them look at their neighbor for the next part of the lesson.) Tell them to look at each other and see what parts of their bodies are like the other person they are with and that after a few minutes they will talk about what they found out.

4. After about ten minutes (or as long as you feel is necessary) assemble the students in a circle.

5. Have a discussion about those body parts they discovered are "alike". As pairs, one child may tell a likeness and the other a difference they found in each other. You might want to write the body parts on the chalkboard. Try to cover the following parts of the body during the discussion: head, neck, shoulders, arms, hands, chest, legs, feet, eyes, ears, nose and mouth. (Optional: Children will enjoy comparing a small boy with a woman teacher or small girl with a man teacher.)

6. Now tell the students they are going to play a game that is about knowing the body parts. Explain that in this game, someone names a part of a body in a sentence, as "We all have a head." Tell the students that if it is true they clap their hands together once. If what the person says is not true, they should touch the floor with both hands. (Or they may fold their arms if you prefer less activity.) You should go first with several examples, such as, "We all have a tail;" "We all have arms;" "We all have four legs;" "We all can breathe fire;" etc. After the students understand the game, let others say either a true or false statement.

7. Review the terms "alike" and "different" and the body parts that were brought out in the activity. Introduce the following rhythmic verse:

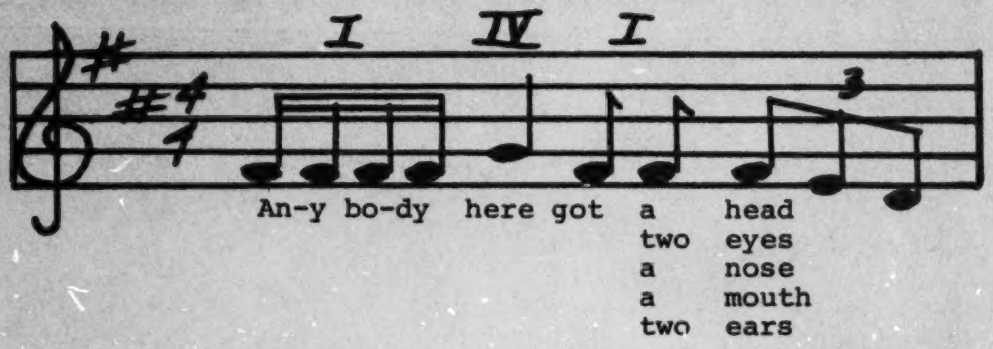
> First you have a head and then a neck,
> Your shoulder and your arms and your hands are next.
> Your chest is here, your legs hang down,
> Without your feet, you'd go nowhere in town!
> By Sharon Wilkins

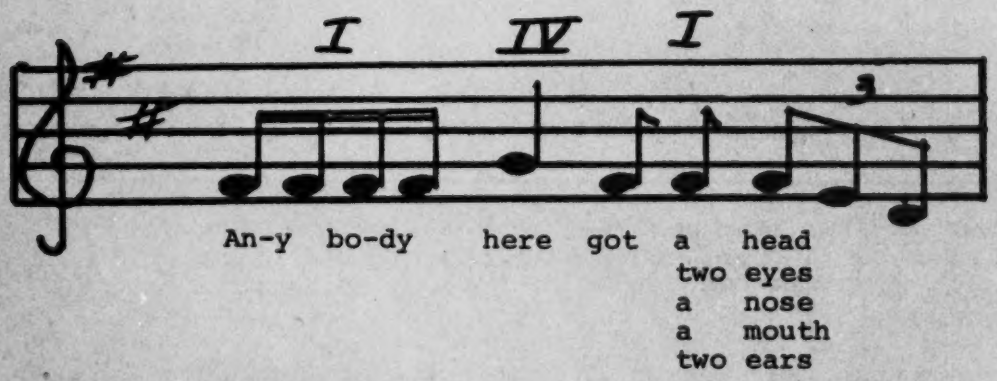
Go over the verse and begin to teach it to the students. Tell them to think about what body motions they could do to it. Say that they will work on the verse again in the next lesson and will also be talking about how they have the power to do things with their body.

Optional

Teach the song that accompanies the lesson. Guitar or piano accompaniment enhances it. The commonly known plantation song, "Dem Bones," also is a delightful addition to this lesson.

by Sharon Wilkins





(Children may submit body parts)

LESSON FOUR

Performance Objective

The student will name the designated body part.

You will need

Butcher paper, stapler, crayons, newspapers, rhythm verse from Lesson 3.

Adult or several upper grade students to help with stuffing if possible.

Preliminary Tasks

Using illustrations in this lesson for shapes, cut from butcher paper <u>two</u> each of these pieces: Head, upper torso, with arms, lower torso, with legs, and <u>four</u> each of hands, feet, forearms.

Staple two identical parts together ready for stuffing.

Time: 45 to 60 minutes

Learning Activity

1. **Tell the students that today everyone is going to get to help make a giant person, and that you have body pieces that must be colored, stuffed with crumpled newspaper, and then stapled together to make the giant. Each of them will get to help.**

2. **Do the rhythm from Lesson 3. Act out. Show the students the body pieces uncolored and unstuffed, but sides of same pieces fastened together ready for stuffing.**

3. **Explain that they are going to be divided into groups to first color, then stuff the pieces.**

4. Divide the class into groups approximately as follows:

2 students per shoe or foot	=	4
2 students per hand	=	4
3 students for head	=	3
4 students for chest	=	4
2 students per upper arm	=	4
2 students per lower arm (forearm)	=	4
2 students per leg	=	4
		27 students

Increase or decrease the size of groups according to your class size. Ask students to color both sides of the body parts.

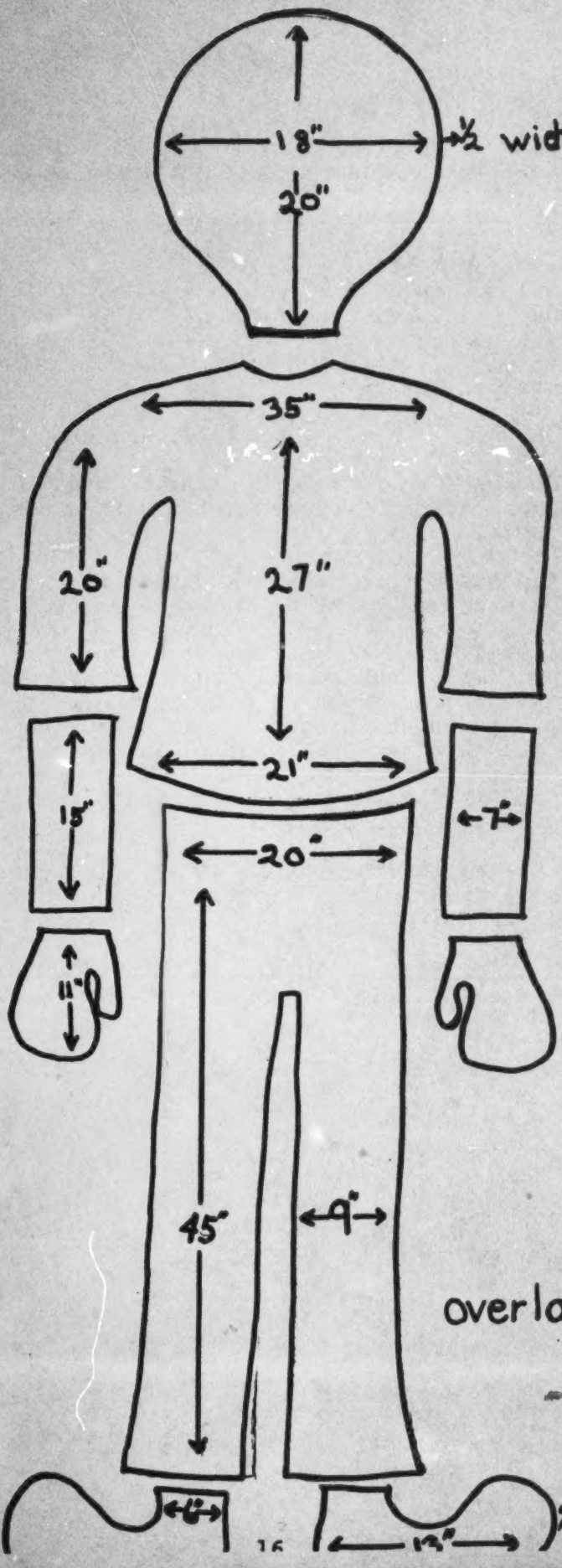
5. Remind the students before they start that the arms and chest people should be using the same color.

6. Allow approximately 30 minutes for coloring and stuffing with crumpled newspaper. The students will probably require a great deal of help on the stuffing procedure. Aides, helping parents, or several upper grades students are indispensable here.

7. Have each group put their large pieces in an assigned place for assembling into a giant.

8. Staple large pieces together and display. The class may want to name their giant. Several classes have enjoyed writing stories about it.

9. Repeat rhythm verse with actions, and the song from Lesson 3 as you point to large body pieces and they point to their own body parts.



overlap all pieces 2½'

LESSON FIVE

Performance Objective

The student will demonstrate body control by moving the designated body part.

You will need

Song following this lesson

Time: 15 to 20 minutes

Introduction

This activity, a game followed by a discussion, will help students become aware of their body control and the power they have to do things.

Learning Activity

1. Inform the students that they are going to play the game "Simon Says." Review the way the game is played if there are any students who are not familiar with it.

2. Play the game for about five minutes and use as many parts of the body as you can.

3. Then assemble the students in an area of the room for a discussion. Begin by asking what kinds of things they did with their body during the game. Explain that each of them have the power to control and do things with their body. (Understanding and accepting this concept is a most important first step in self-discipline and demonstrates to the student the falseness of the claim, "He made me do it.")

4. Ask the children to share one thing that they can do with their body. If they are hesitant to share, tell them something your body has the power to do, as lift a book, close the door, etc. Encourage use of complete sentences, as, "With my hands I can lift a book," or "I can kick a ball with my foot."

5. Start to teach the song that accompanies this lesson. Before you begin, tell students that in the song they will demonstrate their power to use their hand by moving it to different places on their body.

   Method to use in teaching song:

   a. Say each line of the song. Children participate by dramatizing the actions in the song.

   b. Repeat, this time having students join in on both words and actions.

   c. When students know words and actions, teach them the melody.

   d. Put actions, words, and melody all together.

   If you do not care to use this as a singing game, the music may be omitted and it may be used as a rhythmic exercise. Children will enjoy adding more verses.

   Several primary song books have songs of this type which you might substitute. One of these is, "Touch Your Head," page 69, More Singing Fun, Webster Div. McGraw-Hill Co.

6. Summarize by stating that each one of them has the power to make their body do something. You may want to bring out the fact that they have the power to control and move their body parts. As a culmination, state the following: "Use your feet, use your feet, use your feet to go to your seat," repeating until all the students are seated.

Optional

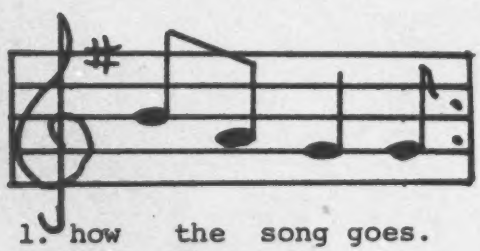
Have a discussion in which the students share a time when they used their body to make someone feel good. This would be a valuable activity and you may wish to take an additional day for this.

By Sharon Wilkins

1. Put your hand, Put your hand, Put your hand on your nose.
2. Put your hand, Put your hand, Put your hand on your ear.
3. Put your hand, Put your hand, Put your hand on your hip.
4. Put your hand, Put your hand, Put your hand on your chin.

1. Put your hand, Put your hand, Put your hand on your toes.
2. Put your hand, Put your hand, Put your hand where there's tears.
3. Put your hand, Put your hand, Put your hand on your lips.
4. Put your hand, Put your hand, Put your hand on your shin.

1. On your nose on your toes on your nose on your toes this is
2. On your ear where there's tears on your ear where there's tears this is
3. On your hip on your lips on your hip on your lips this is
4. On your chin on your shin on your chin on your shin this is



1. how the song goes.
2. how the song goes.
3. how the song goes.
4. how the song goes.

LESSON SIX

Performance Objective

The student will demonstrate that he can control specific muscles in different ways.

Time: Approximately 20 minutes

Introduction

Today's lesson is appropriate for use as a change of pace activity when the students need to relax; it is closely related to the one following which will be taped to be used in Lesson 8 in connection with the sense of hearing.

Learning Activity

1. **Tell the students that today they are going to do some things in which they have to use their muscles. Move your fingers open and shut. Ask the students what muscles you were using. Demonstrate moving your head. Ask the same question.**

2. **Say that you are going to tell them what muscles they are supposed to move, and how they are supposed to move them. They are to listen carefully because sometimes you are going to tell them to move very small muscles like fingers, and sometimes very large muscles, like hips.**

3. **Now demonstrate tight and loose muscles for the students. Use your fingers as the example. Hold up your hand and make all the muscles in your hands and fingers tight. Ask the students if your muscles are tight or loose. Loosen your muscles and do the same procedure. Have the children copy your hand muscle movements of tight or loose.**

4. **Have the students grouped in a manner comfortable to your room arrangements. Have them lie down, sit or stand. The following are suggestions for directions to the students. You will need to state additional directions as you are working with them. Encourage**

the students to take a deep breath and let it out each time they tighten their muscles.

a. Tighten all the muscles in your hands. Now loosen them like the bones have fallen out.

b. Tighten the muscles in your face, tighter, tighter, tighter! Now loosen your face muscles like rubber.

c. Make all the muscles in your body soft like cotton, really soft. Now tighten each and every muscle so you look like a tin soldier. Really tight now.

5. Spend time on individual muscles or body parts that you are certain they know before going to wrists, elbows, etc. Do the individual parts before saying, "Loosen all the leg muscles," or, "Tighten the entire body." Perhaps starting at the top of the body and identifying muscles down to the toes may be an effective way for some students.

6. Review with the students that they can control their body muscles. Suggest that they might play this game during their free time at recess. Again, we state that this concept of muscle control is directly related to self-discipline.

LESSON SEVEN

Performance Objective

The student will demonstrate that he has control over large muscle groups by utilizing them at varying speeds.

You will need

Tape, tape recorder, masking tape, chalk, 3 x 6 plain paper.

Adult helper desirable.

Preliminary Tasks

Set up tape recorder.
Use masking tape to make line on floor approximately 6 ft. long.

Time: 20 minutes

Learning Activity

1. Today's lesson, as was yesterday's, is suitable for use as a change of pace activity when the students need to relax. Tell the students that today they are going to do some things that will show that they can tell their muscles what speed to do things, fast, medium or slow. Demonstrate the following activities and ask questions about the speed of your movements. (Turn on recorder and leave on during lesson.)

    a. Run fast in place.
    b. Walk at regular speed.
    c. Draw a line on the board very slowly.

2. Assemble the students so that they have room for movements. If possible, have another adult work with half of the group as you work with the other half.

3. Following are suggestions for movements at various speeds. State each as a question. Call on some students to comment if the movement was easy or not easy to do. This will provide some voices for recognition on the tape.

Can you:

a. sit down slowly?
b. get up fast?
c. walk as you do when you know someone is going to scold you?
d. run in place?
e. walk quickly along the line? (Masking tape)
f. flap arms slowly?
g. fly like a fast bird?
h. hop slowly along the line?
i. wiggle fingers slowly?
j. slowly walk backward on the line?
k. draw a line as slowly as you can?
l. stoop up and down fast?

Some of the foregoing could be repeated and specific body parts identified. Include drawing lines or circles on the chalkboard or paper. Use these given suggestions or others which you determine.

4. Let students take turns in stating a movement and the speed with which the rest of the class is to move.

5. Summarize by asking students if all the things were easy to do. Point out that they can move fast and slow. Ask if they were able to control their muscles and tell their muscles what to do. Discuss self-control: each person controls their own actions because they control their own muscles.

Optional

Game - <u>The Shadow Follows</u>

Group the students in pairs on the playground or in large activity room. One is the slow mover, and the other one is the shadow. The shadow must match the exact limb, hand, finger, and total body movement of the slow mover. Allow the children to experiment with a variety of movements. Have the students reverse roles. If this is done outside the regular classroom you may want to have the class "Follow the Leader" to the designated area.

While working with partners, play "Mirror" with facial expressions and hands.

<u>Flappy and Floppy</u> from RCA Victor's "Dance A Story" is an ideal follow-up activity.

LESSON EIGHT

Performance Objective

The student will identify hearing as a sense, the ear as a hearing organ, and will recognize several common sounds he hears.

You will need

Tape of various sounds, tape of previous day's lesson, cassette tape recorder, ear puzzles, and envelopes.

Preliminary Tasks

1. Using pattern included, make ditto master and reproduce an ear puzzle for each child on construction paper. The pattern for cutting is also included. Sturdier puzzles may be made by using 3 x 5 cards. A straight mark with a colored felt pen at the lower right hand corner will help students in putting pieces together as you can direct them to find that piece first and line it up with the bottom of the desk. An envelope should be provided for each puzzle.

2. If you do not have a commercially produced recording of sounds available, prepare a tape of common sounds. Some suggestions are: ping pong game, baby crying, water shower, door opening and closing, washing machine, bowling strike, laughing crowd, police car siren, wind and rain and thunder, helicopter, train and whistle, barking dog, cow mooing, wind, clock ticking, cymbals, tympani roll, horse galloping and whinny, car trying to start.

Time: 25 minutes

Learning Activity

1. Review with the students that they have been studying about their bodies. Ask them to name some of their body parts such as head, arms, legs, etc. State that today they will learn about a body part that is on

their head. Tell them you are going to pass out a puzzle to each of them and they are to try to put it together and guess what that body part is.

2. Pass out the ear puzzles to each student and ask them to put it together, telling them that the mark (state the color) should be close to the bottom of the desk when they put it together.

3. Ask them to identify what body part the puzzle represents.

4. Have the students put their puzzle pieces back into the envelopes. Ask them to share what they know about the ear and write those responses on the chalkboard.

5. Tell students they are going to play a game and that in this game they have to listen very carefully then they will try to tell the sound they hear. Tell them you are going to play a lot of different sounds on the tape recorder for them to listen to.

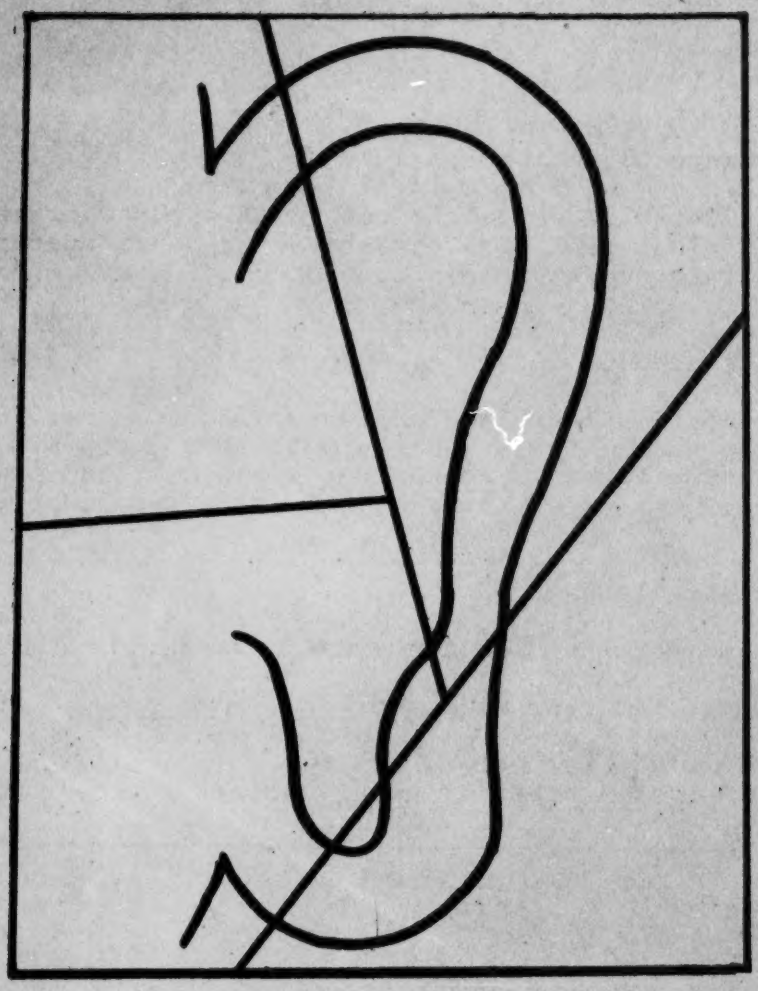
6. Play the sound tape and have them guess the sounds.

7. Optional--now tell them you are going to play the tape of the previous lesson and tell them to try and guess the voices on the tape and the other sounds they hear.

8. Play the tape and have them guess the sounds.

9. Instruct the students to put their fingers in their ears for a few minutes and then discuss what it would be like not being able to hear.

10. Review with the students the importance of the ear for hearing. Identify hearing as one of the five senses. (You may want to start a chart on the senses for use with this unit, adding each sense as it is dealt with.) Bring out in the discussion that our ears give us a lot of information. Tell them that in the next lesson about the ear, they will talk about how they feel when they hear someone say different things to them.



PATTERN FOR CUTTING EAR PUZZLES

LESSON NINE

Performance Objective

The student will verbalize how he thinks a character in a story might feel when the character hears statements which could evoke the emotions of good, sad, or mad.

You will need

Flannelboard, flannelboard pieces: house, tree, cover for tree face, orange square, path, Emo (legs straight), 3 small Emo faces, 3 mouths for large Emo, sun, owl, squirrel, 2 flowers, dancing Emo, cloud, raindrop.

Preliminary Tasks

1. Using patterns included, make flannelboard pieces.
2. Become familiar with story.
3. Assemble house, tree, plain orange square and road on the flannelboard in the following way:

Time: 30 - 40 minutes

Introduction

The purpose of this activity is to help students identify the feelings of good, sad, and mad.

Learning Activity

1. Remind the students that they have been studying about their ears and that our ears tell us many things. Say that you are going to tell them a story about a boy named Emo. (Place Emo - the one with legs straight down - on the felt board by the right hand side of the house in the lower left hand corner.) Ask the students what part of the face is missing. (Mouth) Tell them they will put the mouth on Emo later during the story.

2. (Have 3 small faces ready for this next section.) State that Emo has ears to hear just like they do and sometimes he hears things that make him feel good inside. Say, "If I said, 'I've got some candy for you,' how would you feel inside?" (good, happy.) Ask, "When we feel good or happy inside, how do our faces look?" Bring out from their comments that we smile. Ask them to show you with their faces how feeling good or happy inside makes them look. (Put the small face of Emo smiling in the upper left hand corner of the felt board.)

3. Then ask how they would feel if they heard someone say to them, "I don't want you to play with me." Help identify the feeling, sad. Ask the students how they would look if they were feeling sad, letting them show you with their faces. State that sometimes when they are sad, their mouths look like a frown. (Place the small face of Emo with a frown next to the smiling one.)

4. Then ask how they would feel if someone grabbed a toy out of their hand. Help them identify the feeling, mad. Ask how they would look if they were mad, letting them show the feeling of being mad with their faces. (Put up the third small face of Emo with the mad look.)

5. Using one mouth at a time, place them on the large Emo and ask them how they think Emo feels when you place the smile mouth, the sad mouth, and the mad mouth. Then put all three mouths on the plain orange square explaining that during the story, they will tell how they think Emo feels and will place the right mouth on him to show that feeling.

6. Story of Emo (Directions to teacher are underlined.)

Once upon a time there was a little boy named Emo. Point to Emo. Emo is just like us because sometimes he hears people say things that make him feel good inside. Place a smile mouth on Emo, then place back in orange square. Sometimes he hears people say things that make him feel sad inside. Place the sad mouth on Emo, then place back in orange square. Sometimes he hears things and feels mad inside. Place mad mouth on Emo and then place back in orange square.

Let's take a walk with Emo and see if we can tell how Emo feels during his walk. I'll ask you to come up and put a mouth on him during the story.

"Oh boy," said Emo, "It is such a beautiful day for a walk." The sun was shining place sun in upper right corner, and he could hear the birds singing place owl in right side of tree, and he even heard the squirrels eating nuts place squirrel by tree.

Ask the students how they think Emo feels. (Good, happy.) Call on one student to come up and place a smile mouth on Emo.

Emo really felt good inside. He loved walking in the woods because there was so much to see. He saw a big, beautiful tree and walked up to it to feel its leaves. Move Emo by trees. Just as he felt a leaf, the tree said in an angry voice remove tree face cover, "Stop it--stop it, don't touch me--get away!"

Ask the students how they think Emo felt when he heard the tree. (Sad.) Have a student come up and place a sad mouth on Emo.

Yes, Emo felt very sad! He just wanted to feel the pretty leaves--he wasn't going to hurt the tree. Emo didn't know what to do. He felt really sad inside.

Just then the owl flew down by Emo move bird close to Emo. He said, "I heard what the tree said. He's always a grouch." Emo replied, "What he said made me feel sad. I don't think I'll stay here any longer. I'm going to walk a little further to see some other things. Goodbye, Owl."

Emo walked slowly, because he was feeling sad. Just then he saw some flowers place flowers in lower right hand corner and then place Emo by the flowers. They

seemed to be dancing back and forth in the field. They were smiling and singing. Emo was scared to say anything to them because he thought they might be grouchy too. Finally Emo said, in a low, quiet voice, "Hi, flowers! You really are pretty."

All the flowers said happily, "Thanks, Emo, we're glad you came to visit us." Ask the students how they think Emo felt when he heard them say that. (Good, happy.) Ask a student to come up and put a mouth on Emo.

Emo said, "How do you dance that way?"

The flowers replied, "Just lean on one foot and then the other."

Emo tried it and before he knew it, he was dancing with the flowers. Place the other Emo up and remove the one you have been using, but put smiling mouth on the dancing Emo.

The flowers said, "We like the way you dance--it's fun to have you dance with us."

Ask the students how they think Emo felt when he heard the flowers say that. (Good, happy.) Ask if the mouth should be changed. (No.)

Then, as Emo was having such a good time, he heard the sound of thunder--the sun went behind a big black cloud, place cloud on top of sun, then lightning appeared, and before long the rain started to pour down on him. He didn't want it to rain because it was spoiling all of his fun. Ask the students how they think Emo feels now. Sad, mad. Have a child place the proper mouth on Emo.

Just then a big raindrop landed on his head and said to him in a mean voice, "Ha, ha, now you can't go for a walk and I'm going to get you all wet."

Emo said, "Get off of me--you're getting me all wet--get off." Then Emo yelled, "Get off of me!"

Ask the students how they think Emo felt. (Mad.) Ask someone to come up and change his mouth.

Again Emo yelled, "Get off of me!" The raindrop slipped to the ground. Move raindrop down to bottom of felt board.

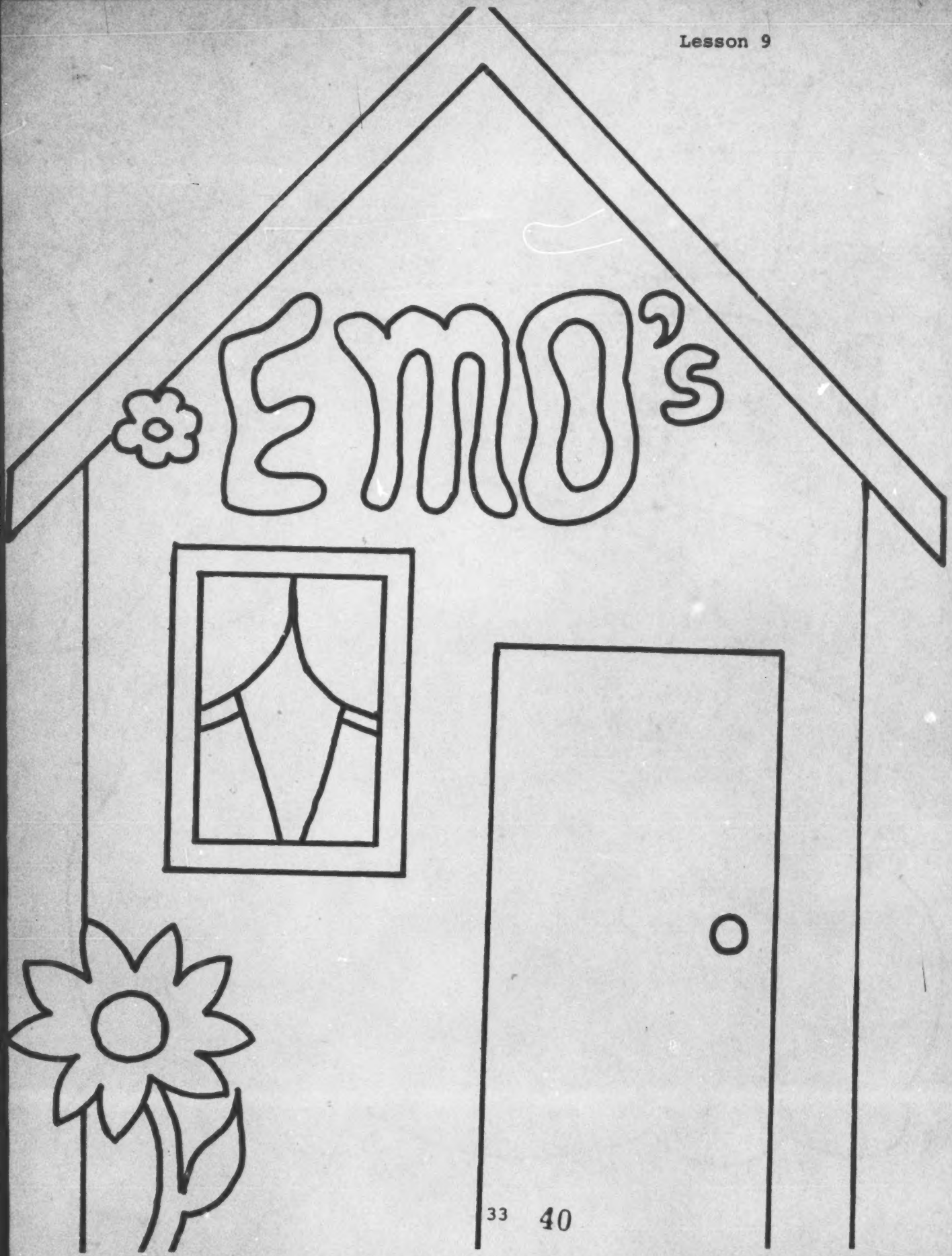
"I'm getting out of here. I'm going back to my house so this rain can't get me," Emo said, and he ran as fast as he could. Before long he saw his house--move Emo back to his house. Ask the students how they think Emo felt? (Good, happy.)

Yes, he was happy to be safely home again.

7. Ask the class if they wear a different mouth sometimes, like Emo. (Yes, sometimes we feel sad or mad, and sometimes we feel happy just as Emo did in our story.) Have the students show you their mad faces, then their sad and good expressions. Tell the students that next time they will share a time when they felt sad or mad or good.

Optional

Using two large sheets of butcher paper, write the word sad on one and mad on the other. Students could color the words, paint or do a mosaic to be displayed with the word Good from the earlier lesson during the unit.


Emo's

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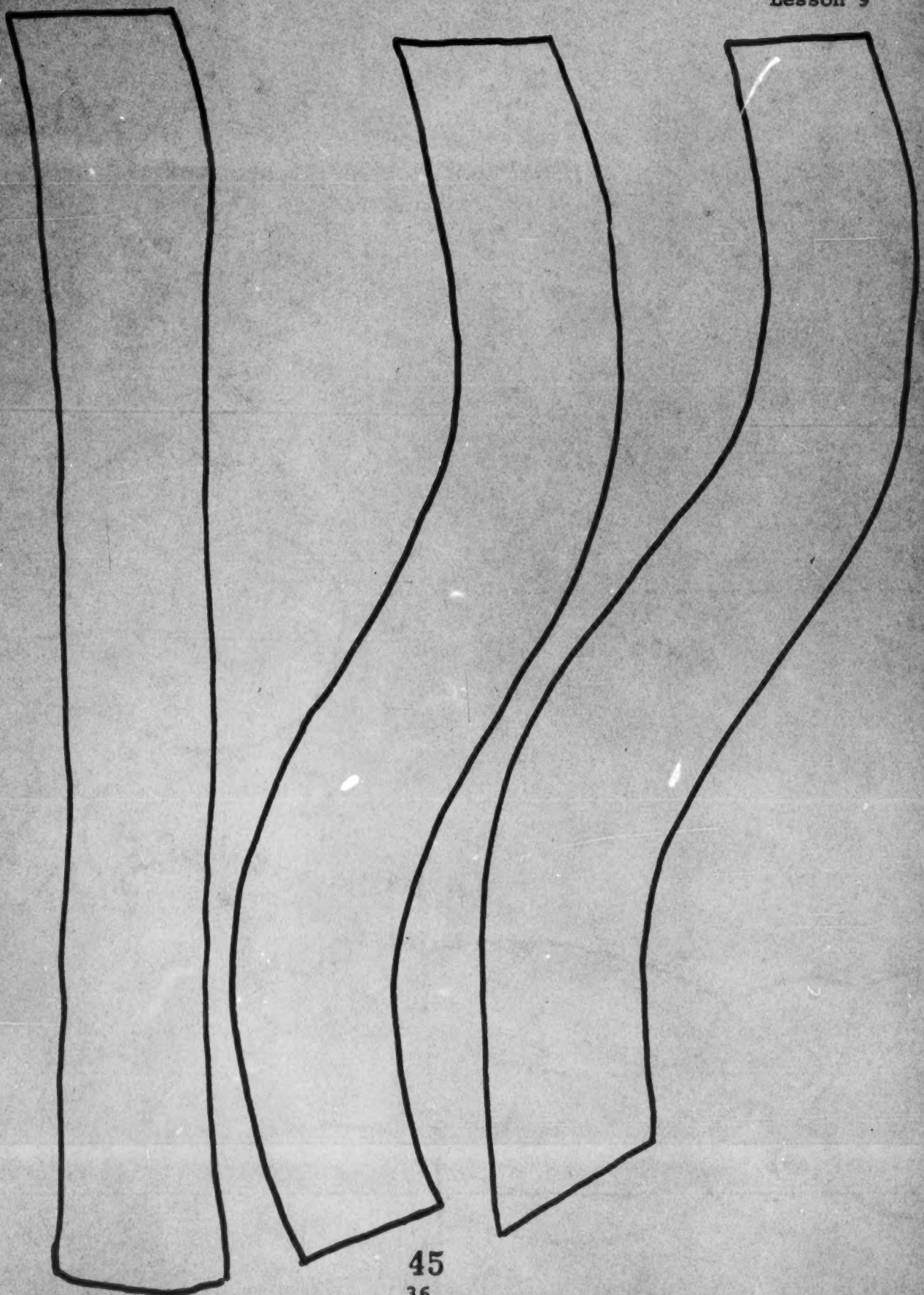
Lesson 9

43



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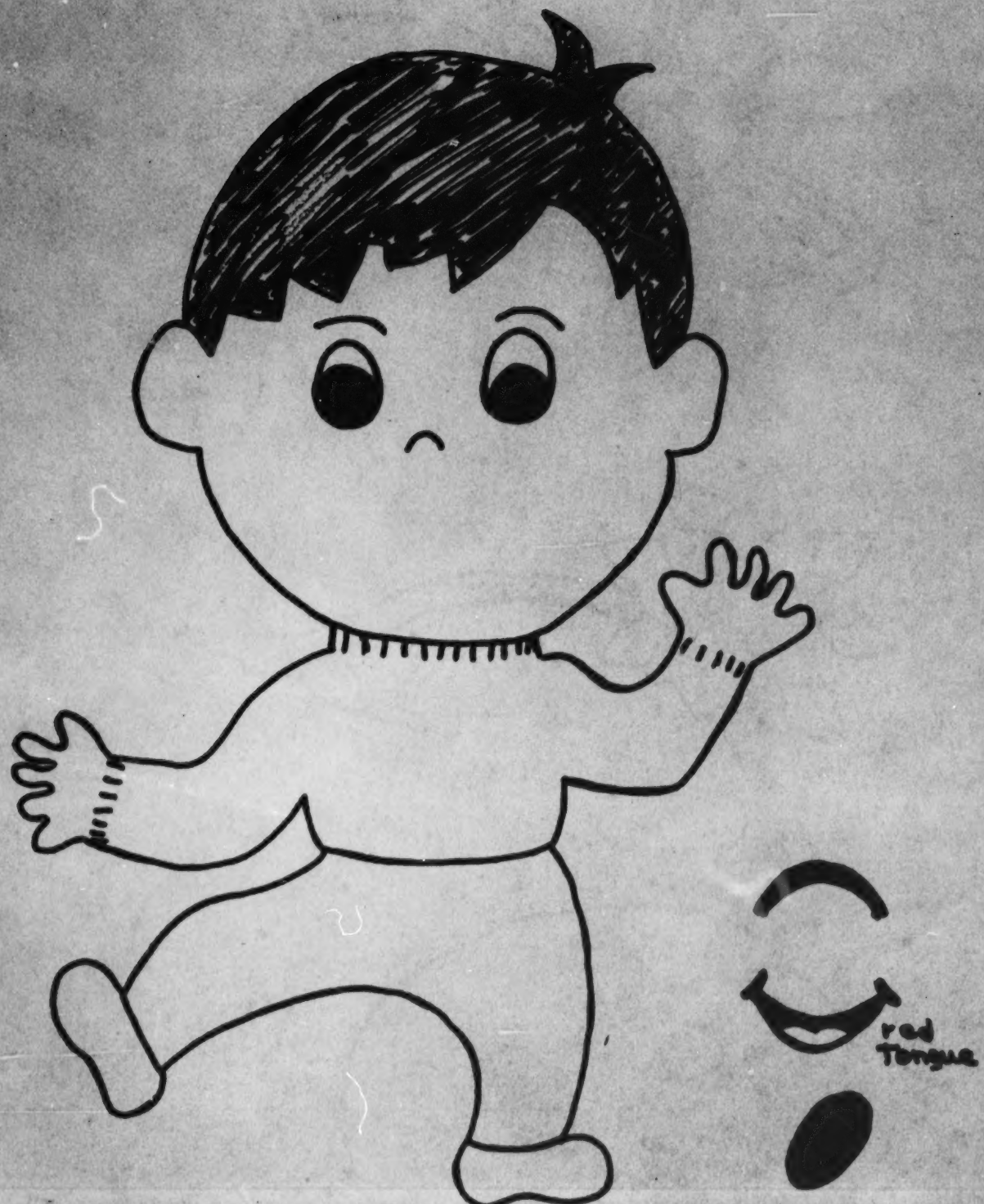
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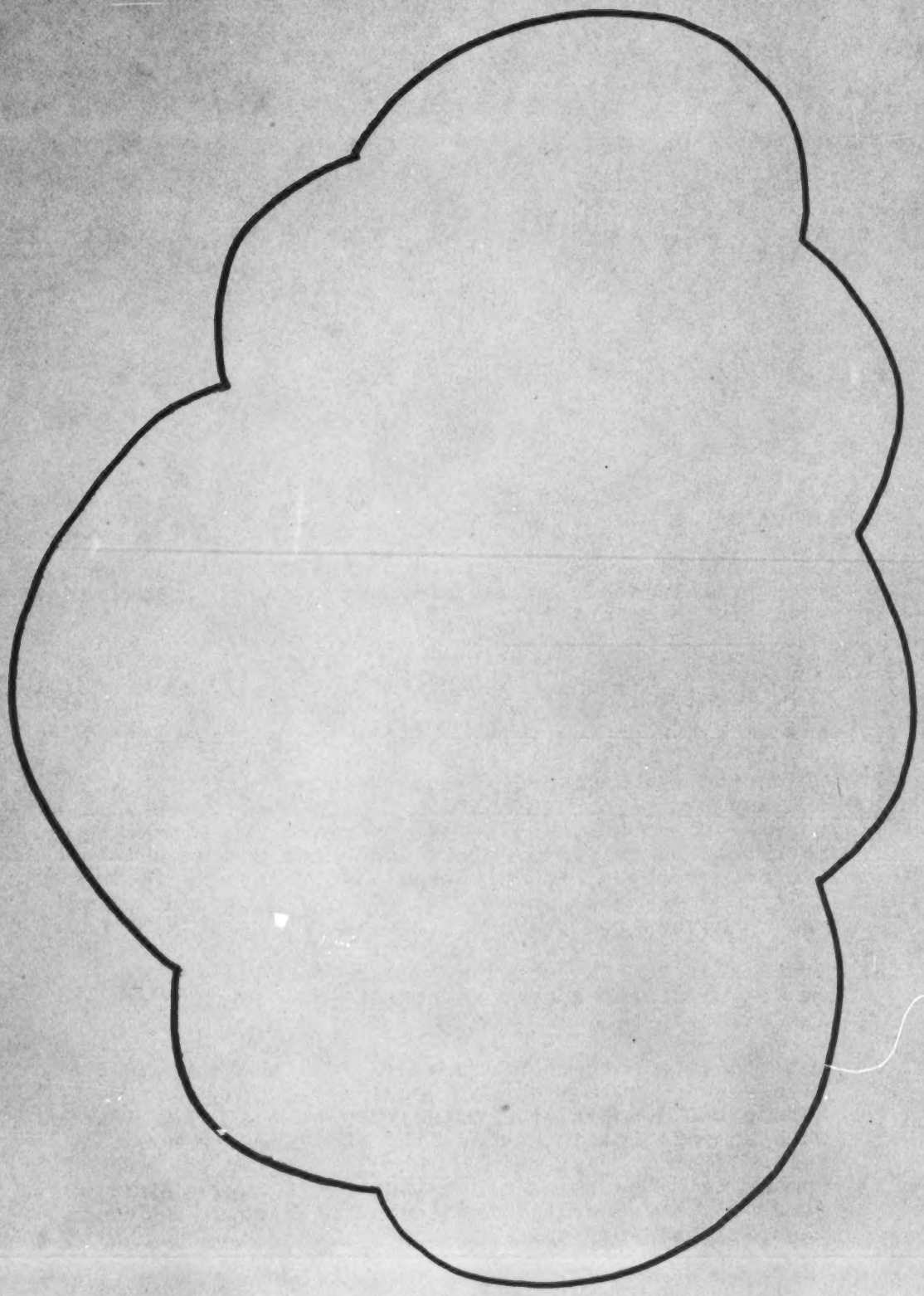
Tongue



LESSON TEN

Performance Objective

The student will verbalize about a time he felt good, sad, or mad.

You will need

Flannelboard, flannelboard pieces from previous lesson.

Time: 20 minutes

Introduction

This activity gives students an opportunity to tell about a time they felt good, sad or mad, and provides practice in using listening skills.

Learning Activity

1. Assemble the students in a circle for a discussion.

2. Using the flannelboard, place the Emo character (without any mouth) on the board. Remind the students that they heard a story about the boy named Emo. Ask them to relate parts of the story and place the mouths on Emo to correlate with his feelings. For example, he felt good or happy when he went for a walk, sad, or mad when the tree yelled at him, etc.

3. State that Emo is just like we are because sometimes we feel mad, and sometimes we feel good or happy inside.

4. Tell the students that you would like them to share a time when they felt either good, sad, or mad inside. Before the discussion, remind them of the first lesson when someone really listened to them and ask how they felt. (Good.) Ask them to really look at the person who is talking, think about what he is saying, and be good listeners during the discussion because many of them will be sharing.

5. Perhaps you could share a time when you felt good, sad, or mad, being a model for this activity. Continue by calling on those students who volunteer to share; reflect what they share by making comments such as, "You felt sad when you didn't get chosen," or "It made you feel good inside when your brother played baseball with you." This reflection is important to make sure you are correctly identifying that person's feeling. If some children aren't ready to verbalize about their own feelings, they might play at being Emo and tell about a time he felt sad or happy.

6. Summarize by asking some students to repeat what others had said. Reinforce students who reflect what another said by stating, "You really were listening to what (name) had to say." Stress that good, sad, or mad feelings are felt by everyone.

LESSON ELEVEN

Performance Objective

The student will identify sight as a sense, the eye as the sight organ, and will state several reasons why his sense of sight is important to him.

You will need

Several pairs of items similar in size and shape such as listed below. It is not necessary to use all these pairs, but at least two pair for each concept (color and use) should be presented.

- pen and pencil (nearly same size)
- 2 books, different content, but nearly same size, such as math, spelling
- 1 paper and 1 plastic plate
- glasses and sun glasses
- clear light bulb and colored (as yellow insect repellent type)
- 2 squares of paper, same size, different colors
- 2 crayons, different colors
- 2 buttons, different colors
- 2 felt tipped pens, different colors

Sheet and lamp, or opaque projector
Eye puzzles

Preliminary Tasks

1. Prepare eye puzzles using pattern given with this lesson and following instructions as given for ear puzzles in Lesson Eight.

2. Set up opaque projector for use, or prepare shadow box by draping sheet over chart rack, puppet theater, or suspending it in some way and placing lamp in back of it.

3. Arrange pairs of materials on table or floor behind the shadow box so they can be easily seen and selected for display.

Time: 30 minutes

Learning Activity

1. Inform the students that today they are going to learn more about a very important part of their bodies. They will know what this part is when they finish putting the puzzles together.

2. Pass out puzzles. Allow students sufficient time to put puzzles together.

3. Have students tell what puzzle is. Remind them that they learned that hearing was a sense and that the ear was the sense organ. Say that the eye is also a sense organ, and the sense is seeing (or sight). Add this to your chart on the senses.

4. Assemble the students in a manner convenient for viewing the shadow box.

5. Display in the shadow box pairs of items (suggested items given on first page of lesson) and ask students what the objects are.

6. As students guess what items are behind the shadow box, point out that although items may look the same, our eyes need more information to tell us all we may need to know about something. Example: If students say that the pen and pencil are alike, ask questions about shape and color of the instrument. Follow a similar form with the other item pairs. However, do not spend too long on the overall generalization of the pairs being similar but not really exactly alike. Do emphasize that we need our eyes to distinguish color (bulbs, paper, crayons, buttons, felt tipped pens) and use (glasses, pen and pencil, books, bulbs.)

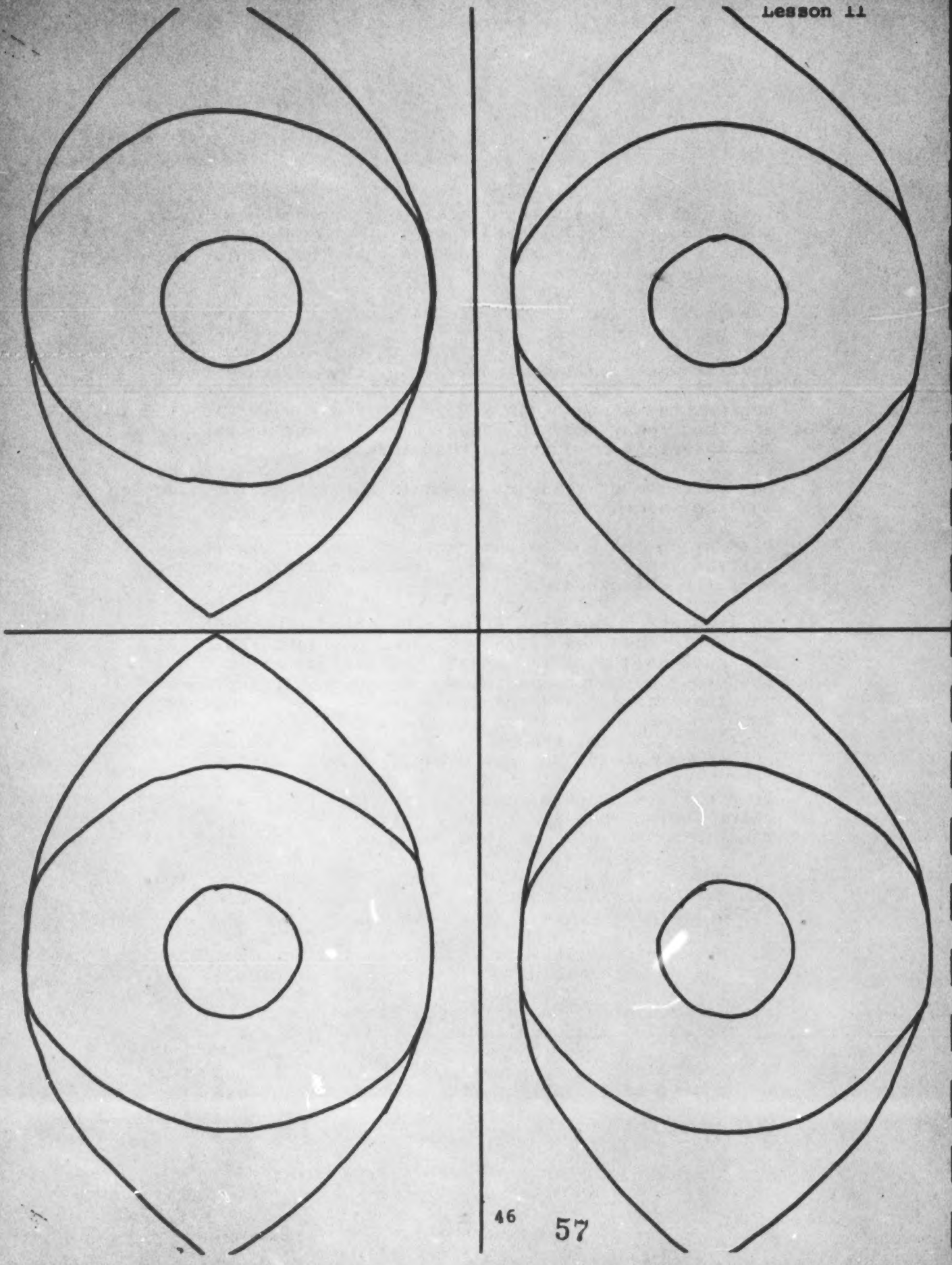
7. Assemble the students close to you for discussion and use the following questions as a guideline for summarizing learning during the lesson.

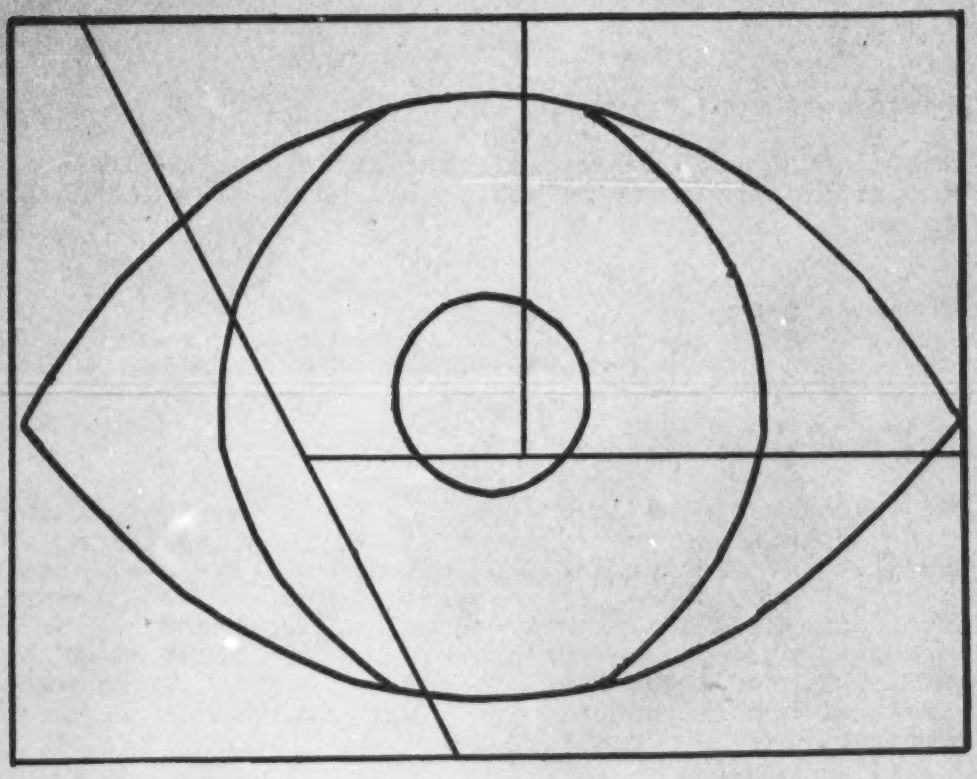
   a. What information did your eyes give you when the things were behind the shadow box? (Shape.)

   b. Did you know everything you needed to about something when you saw the shape? (No.)

   c. What did your eyes tell you about the things when you could see all of it? (Shape, color, use, size, material made from, condition--broken, torn, shiny new.)

   d. What are some ways that your eyes help you?





PATTERN FOR CUTTING EYE PUZZLES

LESSON TWELVE

Performance Objective

The student will demonstrate the difference in his ability to participate in an activity when he is able and unable to see.

You will need

Game: Pin-the-Tail-on-the-Donkey, 3 blindfolds

Special Considerations

It is desirable to have more than one donkey, since children of this age get restless if they must wait long for their turn. Commercially produced games are available in discount type stores at reasonable prices, or patterns for donkey and tails included with this lesson may be reproduced by using the opaque projector. Three would be advisable for a group of about 24 children. An additional adult or older student to help with blindfolds is also desirable.

Time: 25 minutes

Introduction

The purpose of today's activity is to reinforce the student's awareness of the importance of the sense of sight.

Learning Activity

1. Tell the students that today they are going to play a game called Pin-the-Tail-on-the-Donkey. Ask if anyone has played the game before. If someone responds yes, ask what important part of the body can't be used while playing. (Eyes.)

2. Ask someone who has played the game to explain how it is played. Fill in any of the pertinent details that the student may have omitted.

a. One child for each donkey being used is blindfolded, the others watch.

b. Someone turns the blindfolded child around 3 times.

c. The student is given a tail with a pin and pointed in the general direction of the donkey. Tails may be numbered and record kept of number assigned each child, or expendable tails may be cut out by each child and his name put on his tail. (If it is possible to laminate the donkey to preserve it for future use, the tails may be attached with masking tape so that it won't be necessary to use pins.)

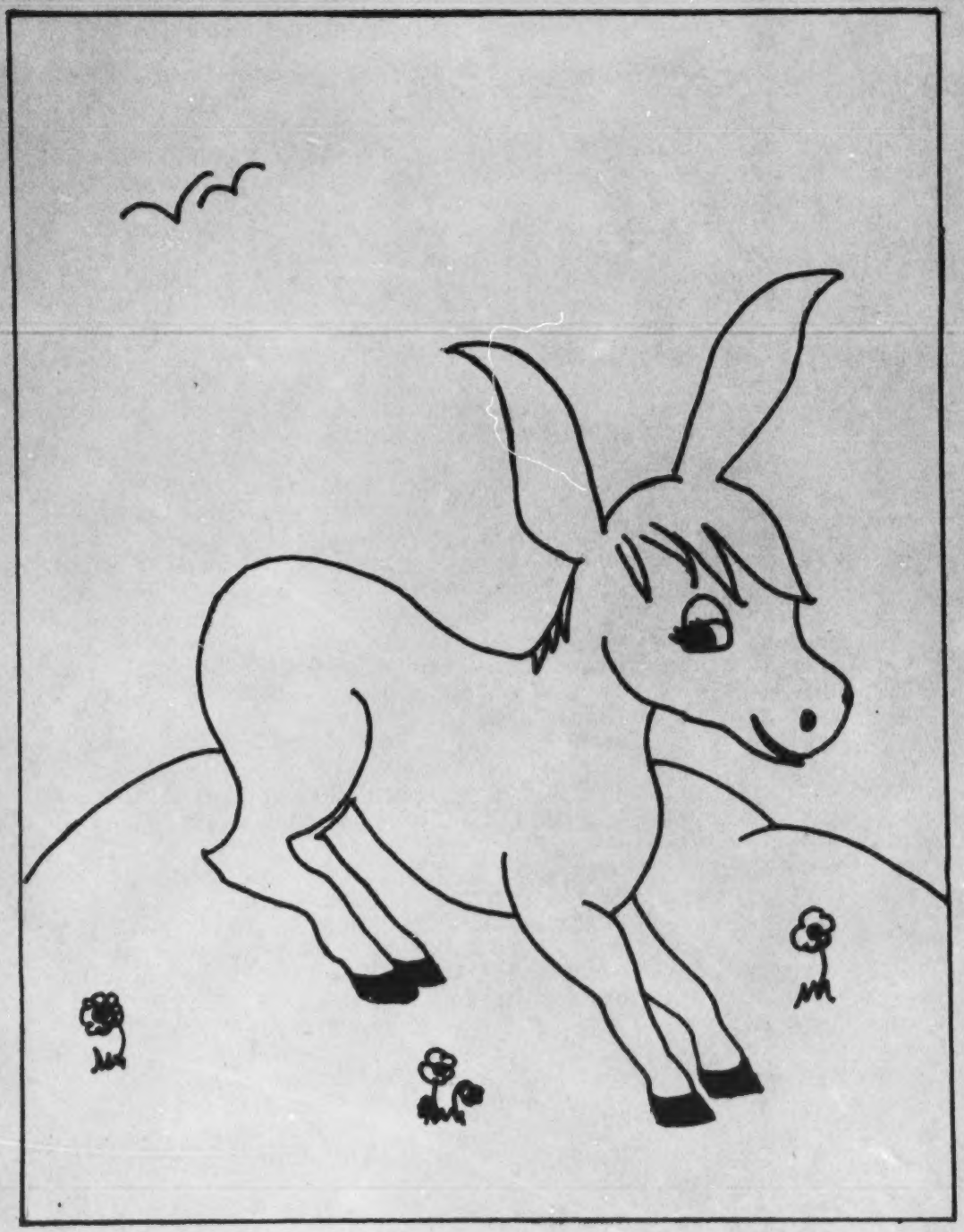
d. Allow sufficient time for the student to place the tail on or near the donkey.

3. A variation on this game may be done, using just one tail per donkey, the children taking turns using it. This eliminates competition (whose is nearest?) but still accents the idea of exactness of results being difficult to achieve without sight.

4. As the children play the game, ask if it would have been easier without the blindfold. Let someone pin the tail without the blindfold. Ask if it was as much fun as being blindfolded. Ask if it was easier without the blindfold.

5. Ask the children how it felt when they could not see where they were going when they were blindfolded.

6. Review with the students that their eyes were important in deciding how close they were in pinning the tail in the correct place. If none of them had been blindfolded, they would have all put the tail in the correct place. Ask if they can think of other times when it is important to be able to see. Encourage good listening by asking a child to repeat what another child said; compliment those who are able to and who are looking at the speaker.



Donkey Tail

May be displayed for
children to copy

LESSON THIRTEEN

Performance Objective

The student will state how he feels when presented with a situation which may evoke the emotions of good, sad, or mad.

You will need

Several pictures showing people experiencing emotions: good, mad, sad.
Butcher paper for class mural divided into 3 equal parts, headed: THIS MAKES ME FEEL -- subheads: Good, Mad, Sad (see illustration).

- OR -

Plain paper--3 per student to be headed Good, Mad, Sad.
Glue, scissors, magazines, containers-such as smallest size prescription bottle-for lesson 14, ditto notices to send to parents.

This Makes Me Feel		
GOOD	MAD	SAD

Time: 30 minutes

Learning Activity

1. Assemble the students in a circle for discussion and tell them that today they are going to use their eyes to look at pictures. Then they will decide what feelings the people in the pictures have and how the picture makes the students themselves feel.

2. Using the felt Emo, go over the good, mad, and sad faces on Emo with which they became acquainted in earlier lessons, or ask several students to show these feelings on their faces.

3. Begin the discussion by using several pictures showing people displaying emotions: good, mad, or sad. Have students determine how they think people in the pictures are feeling. Then ask students if the pictures cause them to have any particular feelings. Responses may vary.

4. Continue by asking, "How would you feel if your eyes saw:---"

   a. Your favorite toy, broken?
   b. Someone littering the highway?
   c. A big package with your name on it?
   d. Rain on a special picnic day?
   e. Wavy T.V. picture when you were watching your favorite program?
   f. A special person (grandma, uncle, etc.) you haven't seen for a long time coming toward you?

   Allow many children the opportunity to respond to the questions. The goal here is verbalizing feelings.

5. Explain to the students that now they are going to look for picture of things in magazines that make them feel good, mad, and sad. These will be posted on the class mural under the proper heading.

   Pass out paper, magazines, and glue. Students need not finish this task at this time, but some may be working on it while others are occupied in different ways.

6. If more agreeable to the teacher, three 9 x 12 plain white sheets of paper may be given students (or one 12 x 18 divided into thirds) and they may draw a picture of something which makes them feel good, mad or sad.

7. When mural, or their papers, are finished (and displayed) point out that we may feel differently about the same thing. For example: "When I see coconut icing on a beautiful cake, it makes me feel bad because coconut makes me feel sick. But some of you probably love coconut, and really feel good when you see it." Use the mural or papers to discuss the variety of things that bring about good, mad or sad feelings in different people.

Special Instructions

Before the students go home, or at the conclusion of the discussion, give each student an empty container and the note for their parents. Tell them to take it home and put something in it that has a smell (for example; pieces of onion, cinnamon, etc.) because they will need it for the next activity. Explain that the note will tell their parents what they are to do. Designate a time for returning the container.

1-8-13

Dear Parents,

Your child will be studying about the sense of smell and will be involved in a learning activity which requires a variety of things to smell. Therefore, I would appreciate it if your child would select something to smell, such as a piece of onion, cinnamon, etc., and place it in the empty container he brought home. Please do not label the container. The children will try to guess its contents during the activity.

Please return it by _____.

Sincerely,

P.S. Please remind your child <u>not to tell</u> anyone of its contents.

Dear Parents,

Your child will be studying about the sense of smell and will be involved in a learning activity which requires a variety of things to smell. Therefore, I would appreciate it if your child would select something to smell, such as a piece of onion, cinnamon, etc., and place it in the empty container he brought home. Please do not label the container. The children will try to guess its contents during the activity.

Please return it by _____.

Sincerely,

P.S. Please remind your child <u>not to tell</u> anyone of its contents.

LESSON FOURTEEN

Performance Objective

The student will identify the odors of several common materials.

You will need

Nose puzzles, filled containers brought from home, work sheet or other work assignment.

Preliminary Tasks

1. Prepare nose puzzles using pattern given with this lesson and following instructions as given for ear puzzles in Lesson Eight.
2. Have the containers labeled with each child's name, assembled on a table.
3. It is advisable for teacher to provide several containers already filled for those who have none.
4. Provide work sheet or other work assignment for rest of class to be doing while each child has his turn smelling contents of containers.

Time: 30 - 45 minutes

Introduction

This activity will help students become more aware of their sense of smell. This will be accomplished by blindfolding the student and then having him try to identify the scents in the containers that each student brought from home.

Learning Activity

1. Remind the students that they have already studied two important parts of their bodies (eyes and ears) and that today they will learn about another.

2. Pass out the nose puzzles and ask the students to put them together; have them try to guess which part of their body they'll be studying about today.

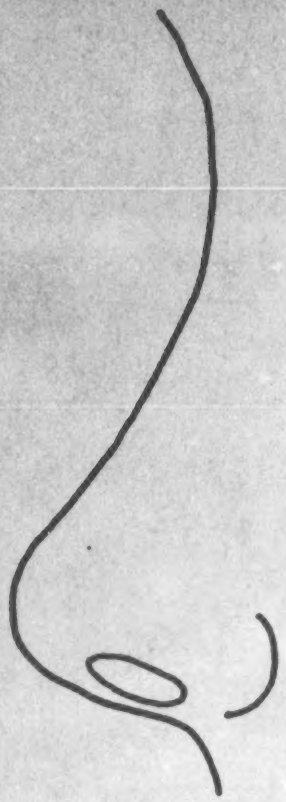
3. Collect the puzzles.

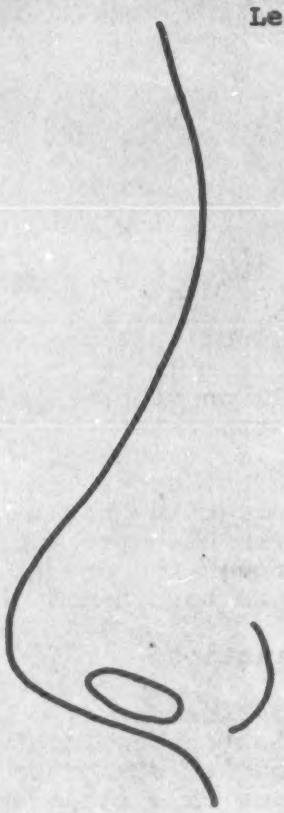
4. Call on students one at a time to come to the table. Instruct them to cover their eyes with their hands while you hold one container up to their nose. The student should then try to guess what it is. If the student is unable to identify the scent, have him uncover his eyes and see if he can identify what it is through the use of his sight. Continue until all students have had a chance to participate.

   Variation:

   A different way of accomplishing this would be to allow one child at a time to take the container he brought around the room for each child to smell. Since this makes each child feel "special" you might prefer this method.

5. Review with the students the importance of the sense of smell. Have some students share their favorite scents (example: flowers, popcorn, etc.) and bring out that we all have our likes and dislikes. Whether or not to discuss how damaging it is to sniff paint fumes is left to your discretion. If you choose to do so, please do not include details that would aid the inquisitive child in experimenting along these lines.





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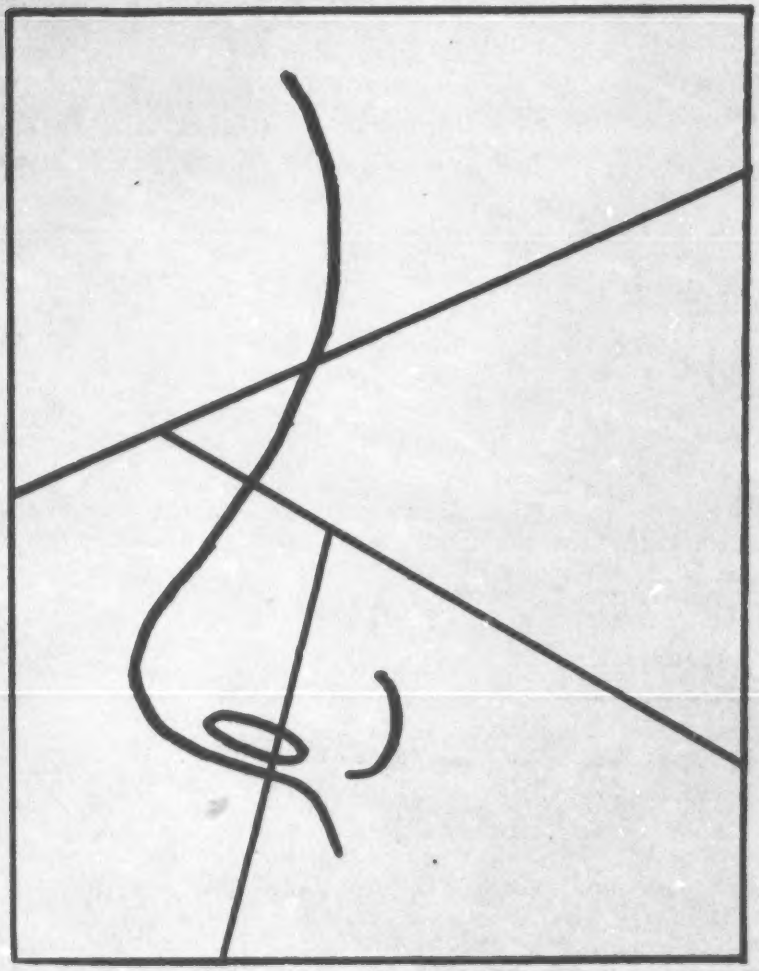


PATTERN FOR CUTTING NOSE PUZZLES

LESSON FIFTEEN

Performance Objective

The student will identify several foods which appeal to his sense of taste.

You will need

Mouth puzzles, magazines, 12 x 18 sheets of paper, glue, scissors, 1 piece of candy for each student.

Preliminary Task

Prepare mouth puzzles using pattern given with this lesson and following instructions as given for ear puzzles in Lesson Eight.

Time: 40 minutes

Learning Activity

1. Pass out the puzzles of the mouth, allowing time to work them. Have them guess what they'll be talking about today. Collect the puzzles.

2. Review with the students that they have been doing some different things to learn about their bodies and that today they are going to see why their taste is important. Identify taste as a sense; add to chart.

3. Say that they are going to do an experiment (you may need to explain the term). Explain that you will pass out 1 piece of candy to each one and that they must hold their nose (or pinch it together) before they put the candy in their mouth, and then hold their nose while they eat it. Tell them that during the experiment, it's important that they hold their nose. Halfway through have them stop holding their nose.

4. Discuss with the students whether or not they could taste the candy when they were holding their nose.

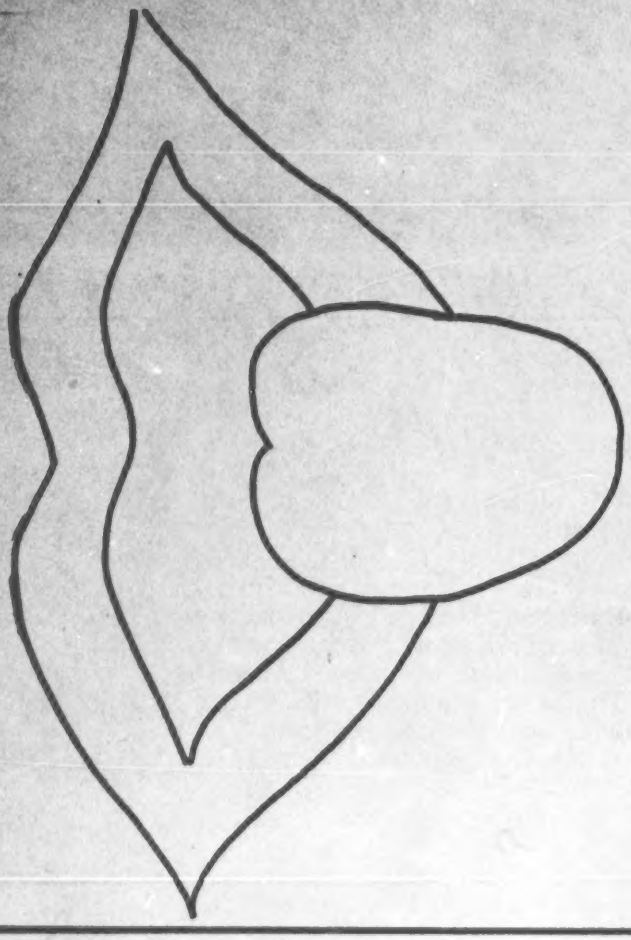
(Possible response: no.) Point out that sometimes when we have a cold our food seems to have no taste. Discuss the importance of the nose when we taste foods. Ask some of the following questions:

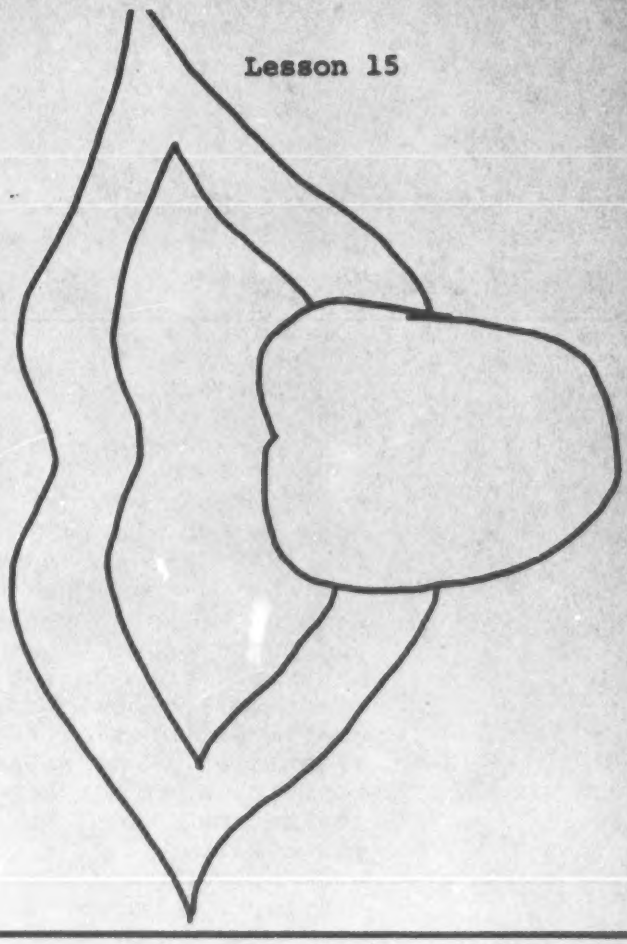
a. Do you like being able to taste?
b. What would it be like if we could never taste any foods?
c. Does everyone have the same tastes?

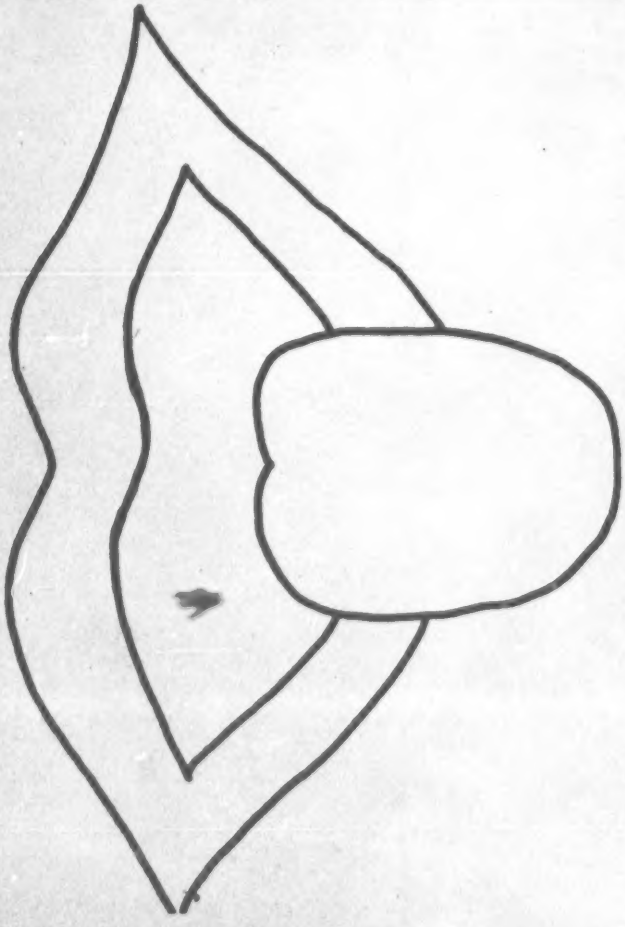
5. Explain that you will pass out magazines and you want them to cut (or tear) out five pictures of foods they like to taste and eat.

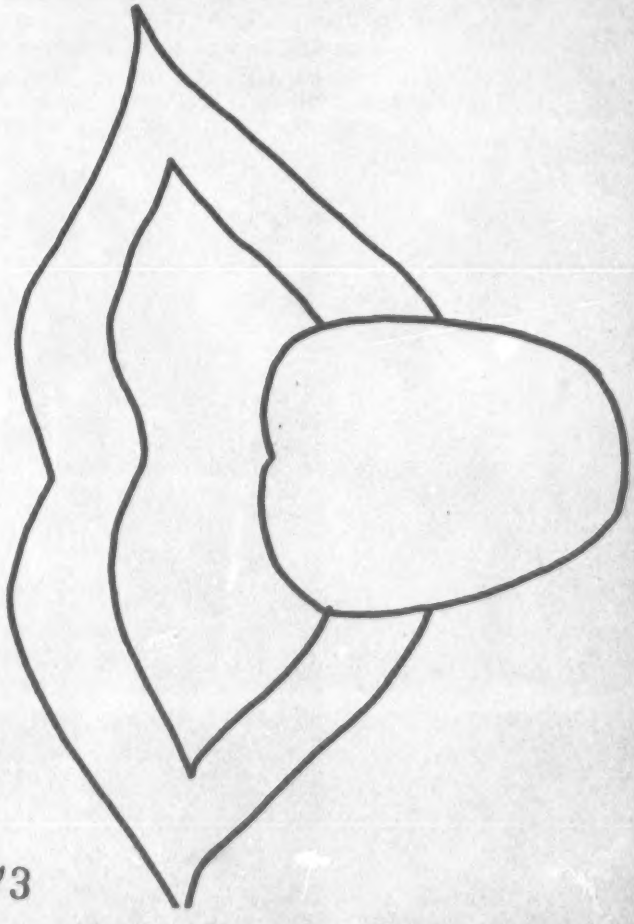
6. Pass out 12 x 18 sheets of paper, scissors, magazines, and paste/glue, explaining that students are to paste their pictures on the paper. As students are making their selections, occasionally review with them their goal: pictures of foods they like, as occasionally a child will choose pictures other than food. This activity does not need to be done by all the children at the same time, but may be used as seatwork when you desire.

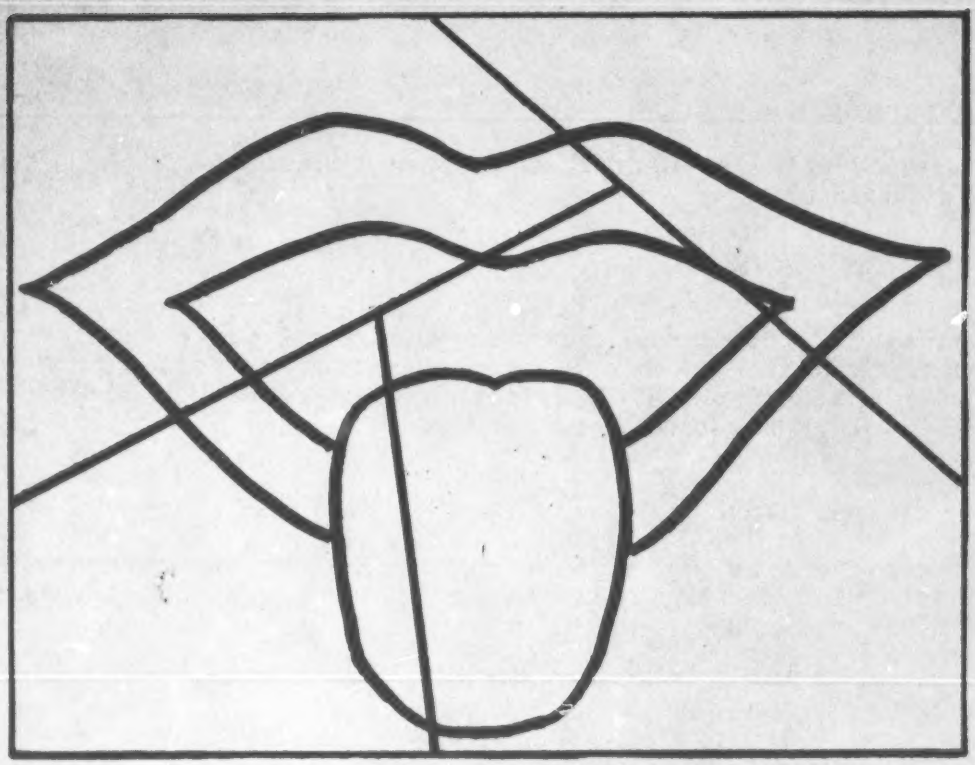
7. Display the papers with students' selections around the room or use for a bulletin board display. Discuss ways that their tastes are similar or different. Bring out again that our sense of taste works best when we are also using our sense of smell.











PATTERN FOR CUTTING MOUTH PUZZLES

LESSON SIXTEEN

Performance Objective

The student will identify ways that taste and smell are important.

You will need

Containers for popped corn (Suggestions: paper cups, paper napkins, 8 1/2 x 11 blank paper cones rolled from construction paper.) Oil, popcorn, salt, popper & cord, blindfold, extension cord if needed.

Preliminary Tasks

Screen the area where you will pop the corn from the children's view so they will not be able to identify what the activity will be.

Time: 35 minutes

Introduction

The purpose of this activity is to culminate the learnings about the sense of smell and taste.

Learning Activity

1. Blindfold one student or have him close his eyes. Place one kernel of corn in his hand and see if he can identify it. Don't let any members of the class see what it is. Have student describe how kernel feels.

2. Since it is doubtful that the kernel of corn will be identified, tell the students that they will be able to use other parts of their body to identify what it is later.

3. Noisily pour popcorn into popper. Students should be able to identify that it is popcorn when you pour

it into the popper or when it begins to pop. Bring out the sense that they used when it is identified.

4. While sufficient corn is popping for everyone to enjoy, have a few children at a time pantomime being popcorn; first as the kernel laying quietly in the pan, getting hotter and hotter, sizzling, finally exploding and hopping about.

5. Pass out popcorn to each child and while they are enjoying the treat, discuss how sometimes we need more than one part of our body to identify something. Have the children identify all of the senses they used in being aware of the popcorn (feeling, hearing, smelling, seeing, tasting). For further discussion, talk about what parts of his body a forest ranger might use when there is a fire.

6. Point out that this lesson has demonstrated how we may be benefited when several of our senses work together. Sight, smell, taste, and hearing, all added to our enjoyment of today's activity.

LESSON SEVENTEEN

Performance Objective

Using his sense of touch, the student will match 2 identical objects.

You will need

Hand puzzles; 2, 4, 6 or 8 paper bags approximately #12 size, 2, 4, 6 or 8 of at least ten of the following items: pencils, spoons, jar lids, sandpaper, cotton balls, pennies, pieces of material, buttons, plastic forks, jacks, marbles, rolls of tape, rulers, magic markers, chalk, glue bottles, paperclips, erasers, crayons, chalk erasers, round point scissors.

Advisable--another adult (aide, parent, or older child) to help.

Preliminary Tasks

1. Prepare hand puzzles using pattern given with this lesson and following instructions as given for ear puzzles in Lesson Eight.

2. Using the paper bags, make 1, 2, 3 or 4 sets, putting like items in each bag of a set, marking each 2 matching bags as a set. All of the sets do not need to contain exactly the same items but do be sure the total number of pairs of objects equals or exceeds the number of children in your room. Bags should be labeled Set I, Set II, Set III, and Set IV. Fewer than four sets may be used, but using three or four sets will allow each child ample time to find matching items; however, if you do not have another adult to help you, it may be best to use only two sets.

Time: 30 minutes

Introduction

The purpose of today's lesson is to have the students become more aware of their sense of touch. Three different

procedures are given. You may determine the one way you prefer, however use of all three--perhaps on successive days--would provide valuable experiences for your students. The second method given provides a worthwhile speaking and listening language experience.

Learning Activity

1. Tell the students that today they are going to learn more about another part of their bodies.

2. Distribute the individual hand puzzles and have the students work the puzzle and tell what it is.

3. Collect the puzzles.

4. Remind the students that they have learned ways that their eyes, ears, noses, and mouths help them know more about things that are happening around them. Tell them that they are going to play a game that shows how our hands tell us about things.

5. Show 2 crayons. Ask the students what they are. Tell the students that we depend on our eyes to tell us exactly what we see. Ask if they think it would be harder to know that they were crayons behind the shadow box. Ask if they think it would be hard if the crayons were in bags and they could only use their hands to touch.

6. Set up the bags at a height where children can reach in but cannot see in.

7. Assemble the students into groups, one for each set of bags. Explain that one person at a time will come up to <u>each</u> <u>set</u> of bags. Demonstrate the following--put 1 hand in each bag. Tell the students to try to find, by feeling, something in each bag that is alike. Demonstrate this for the students. As they find matching objects, have them identify the pair before removing them from the bags and displaying to the class. The objects should then be returned to bags.

8. Allow time for each child to have a turn, asking each to try to find something different than has already been shown.

9. A different way in which this activity might be handled is to have one child pick an item out of one bag,

describe it to another child who is not allowed to see it. The second child feels in the second bag to find the item matching the one being described.

10. Still another way to give children experience in using the sense of touch to identify objects would be for you to display an object and children to find the same object in their bags. This method is perhaps more suitable for kindergarten children or less mature first grade students.

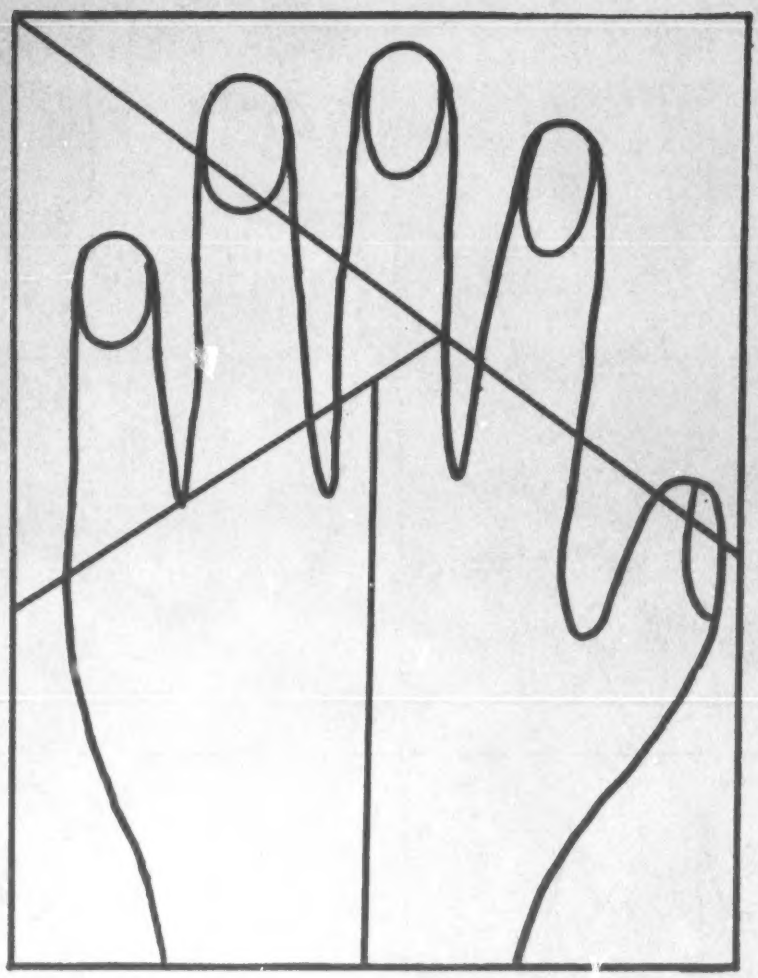
11. Ask the students what their hands told them about the pairs of objects. List on the board. For example:

Hard or soft
Rough or smooth
Light or heavy

Point out that many times our hands provide us with information when our eyes cannot.

Optional

Have each child wrap an object brought from home or found in the classroom and exchange with another class member. Guess what the object is.



PATTERN FOR CUTTING HAND PUZZLES

LESSON EIGHTEEN

Performance Objective

The student will identify at least one way that touch conveys feelings.

You will need

Several pictures in which touch is conveying feeling. Examples of types which might be readily available are:

Love--Mother tending a baby, child petting a pet
Anger--A fight, a paddling
Sympathy--Arm over shoulders of buddy
Security--Child being rocked

If you have access to SRA pictures, the following from the set, Stage One, Awareness, are excellent for this purpose: #4, 8, 11, 13, 27, 29, 37

Time: 20 minutes

Introduction

The purpose of today's lesson is for the student to identify ways in which the sense of touch conveys feelings. These feelings, both 'good' and 'bad' may come from touch of things, animals, and people.

Learning Activity

1. **Assemble the students in a circle so that everyone can see each other and also view the pictures.**

2. **Introduce the lesson to the students by reviewing yesterday's lesson which showed that our sense of touch tells us many things. Have the students name some examples as hot, cold, hard, soft, slick, rough, etc.**

3. **As an opening for discussion, ask a student to stand by you, then gently pat him on the shoulder or back; ask the students if they can tell how you are feeling toward _____.**

4. Ask a child to role-play with you--he pretends he has fallen and hurt his knee and is crying. You pantomime touching him in sympathy.

5. Ask two children to role-play a pet and its master displaying affection for each other. Before having them start, have the class talk over what behavior each would be showing.

6. Show one of the pictures; ask what feeling is being shown--is it a feeling you like to have?

7. Discuss the remainder of the pictures, keeping the accent on what feeling is being shown by the "toucher" and the "touchee". As the pictures are being discussed, encourage the students to tell of personal experiences which may relate to any of the pictures, again concentrating on the feelings which evoked the touch and which were evoked by the touch.

8. Review with the students that people may show us the feelings they are having by the ways they touch other people and things.

LESSON NINETEEN

Performance Objective

The student will construct a puppet illustrating the body parts related to the five senses.

You will need

Glue or paste, scissors, paper plates, scraps of construction paper, sense organ sample sheets for each child.

Time: 40 minutes

Introduction

The purpose of today's lesson is to have the students demonstrate that they know the names of the five senses and can relate them to the corresponding body part.

Learning Activity

1. Review with the students some of the previous activities involving the 5 senses. Talk briefly about the ones they enjoyed most.

2. Say that today they are going to make paper plate puppets. Tell them you will give them some things that they will need, but they should get out their pencils, crayons, scissors and glue.

3. Show them an example of the puppet which you have prepared.

4. Pass out paper plates and work sheets of eyes, ears, etc. which you may prepare from the sheet included with this lesson. Emphasize that they can make their own body parts to illustrate the 5 senses rather than using ones on the worksheet.

5. Allow sufficient time for construction and clean up. This does not need to be finished by the whole class at the same time. Some may work on puppets while others are occupied otherwise.

6. Check informally with children as you circulate in the room to see if they can name the sense connected with a body part you point to on their puppet.

7. Have children take puppets home and ask them to tell their parents about the 5 senses.

Optional

1. Take a walking field trip around the school or the neighborhood to use all of the senses they have learned about. Talk as you go about what you see, smell, hear, feel, (tasting might be difficult in this activity but you might supply a "surprise taste"). A variation is to assign some students to use only noses, some only eyes, etc.

2. Have students use puppets they have made in puppet shows, mentioning the senses.

3. Game: Two children talk to each other. Each must include in their conversation one of the five senses within a certain time limit.